DOCUMENT RESUME

ED 046 364	24	HE 001 985

AUTHOR	Warriner, Charles K.
TITLE	Professional Commitment and Institutional Loyalty as Factors in Faculty Orientations. Final Report.
INSTITUTION	Kansas Univ., Lawrence.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-9-F-073
PUB DATE	Sep 70
GRANT	OEG-6-9-009073-0075 (010)
NOTE	114p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*Administrator Attitudes, *College Faculty, *Faculty, Goal Orientation, *Higher Education, *Performance

ABSTRACT

The research reported in this document is based on the following assertions: (1) that the characteristics of role performance of faculty members that are crucial to the university are systematically related to the orientation of the faculty members as defined by a (a) loyalty to the local institution, and (b) commitment to the profession; (2) that for professionals in any given profession the loyalty to the local institution is a function of the work organization (department) defined by (a) use of professional criteria for evaluation of competence, and (b) the degree of autonomy given the professional; and (3) that for professionals in any given work organization, the degree of professional commitment is a function of the strength of the professional establishment for that profession. Part A of the report discusses the problem, describes the 3 university sites studied, and the response, respondent and departmental characteristics. Part B, Factors in Faculty Orientations, discusses the data collection instruments and procedures, and the findings in terms of (1) loyalty and professional commitment, and (2) loyalty and commitment as functions of department character. Part C discusses orientations and role performance preferences. The objective department classification method, the basic data tables, and the questionnaire are included in the appendix. (AF)

ED0 46364

Final Report
Project No. 9-F-073
Grant No. OEG-6-9-009073-0075(010)

PROFESSIONAL COMMITMENT AND INSTITUTIONAL LOYALTY AS FACTORS IN FACULTY ORIENTATIONS

Charles K. Warriner, PhD
Department of Sociology
University of Kansas
Lawrence, Kansas 66044

September 1970

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

HE 001 985

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TABLE OF CONTENTS

Preface v

Summary vi

PART A. INTRODUCTION

I. FACULTIES AND THEIR UNIVERSITIES: THE PROBLEM 1
Professionals in organizations; The organization and the professional; The profession and the professional; Orientation and role performance; Summary: The problems for research; References.

II. STUDY SITES, RESPONSE CHARACTERISTICS, RESPONDENT AND DEPARTMENT CHARACTERISTICS 15
Description of the sites; Response rates and characteristics; Departments and disciplines.

PART B. FACTORS IN FACULTY ORIENTATIONS

III. DATA COLLECTION INSTRUMENTS AND PROCEDURES 21
Department typing methods; Subjective evaluation of departments; Institutional loyalty; Professional commitment; Independence of institutional loyalty and professional commitment measures; Background characteristics; Procedures.

IV. FINDINGS I: LOYALTY AND PROFESSIONAL COMMITMENT 29
The relation between loyalty and commitment by school; The relation between loyalty and commitment by discipline; The distribution of loyalty scores by school; The distribution of commitment scores by school; Summary.

V. FINDINGS II: LOYALTY AND COMMITMENT AS FUNCTIONS OF DEPARTMENT CHARACTER 37
Loyalty as a function of department character; The loyalty-commitment relationship as a function of department; Faculty orientations by department character; Summary.

PART C. ORIENTATIONS AND ROLE PERFORMANCE PREFERENCES

VI. DATA COLLECTION INSTRUMENTS 49
Activity emphasis; Mode of relationship; Value justification of activities; Role identification.

VII. FACULTY ORIENTATIONS AND ROLE PERFORMANCE PREFERENCES . . 55
Activity choices; Mode of relationship; Value justification of activities; Role title preference; Summary.

2

VIII. SUMMARY AND CONCLUSIONS 73
Professionals and organizations; Faculties and universities; A final note.

APPENDIXES 79
The objective department classification method; the basic data tables; the questionnaire.

LIST OF TABLES AND FIGURES (F)

Number	Title	Page
2.1	Questionnaire Response Rates	17
2.2	Returns by Rank, Age, Sex, Length of Service and Highest Degree Groups, by Study	18
2.3	Returns and Return Rates by Departments	20
F4.1	Array of Faculty by Loyalty and by Commitment, 004 & 006	30
4.2	Loyalty by Commitment by Disciplines	31
F4.12	Distribution of Loyalty Scores by Study	33
F4.13	Distribution of Commitment Scores by Study	35
5.1.1	Loyalty by Respondent Autonomy Rating of Departments .	38
5.1.2	Loyalty by Objective Autonomy Rating of Departments . .	39
5.1.3	Loyalty by Objective Department Classification	39
5.2.1	Relation between Loyalty and Commityment by Respondent Autonomy Rating of Departments	41
5.2.2	Relation between Loyalty and Commitment by Objective Autonomy Rating of Departments	42
5.2.3	Relation between Loyalty and Commitment by Objective Department Classification	43
5.2.4	Relation between Loyalty and Commitment (revised criteria) by Objective Department Classification	44
5.3.1	Type of Orientation by Type of Department (Mean Respondent Rating).	46
5.3.3	Type of Orientation by Type of Department (Objective Department Classification)	47
6.1	Consistency Rates for Activity Choices, Study 003 . . .	51
7.1	Distribution of Study Population by Orientation Group .	56
F7.2.11	Activity Choices As Percent of Possible by Orientation Group, 004	57
F7.2.21	Activity Choices As Percent of Possible by Orientation Group, 006	58
F7.2.12	Activity Choices as Difference in Percent from Total 004	59
F7.2.22	Activity Choices as Difference in Percent from Total 006	60
7.2.03	Psychological Distance Scale Values For Activity Choices by Orientation Groups	61
F7.2.13	Psychological Distance Scale Values for Activity Choices by Orientation Groups, Study 004	62
F7.2.23	Psychological Distance Scale Values for Activity Choices by Orientation Groups, Study 006	63
7.3	Mode of Relationship Scale Scores by Orientation Groups	65
7.4	Value Justification Scale Scores by Orientation Groups	67
7.5	Role Title Ranks by Orientation Groups.	68
F7.5.1	Role Title Ranks by Orientation Groups, 004	69
F7.5.2	Role Title Ranks by Orientation Groups, 006	70
8.1	Relation between Institutional Loyalty and Professional Commitment	73
8.2	Relation between Loyalty and Commitment by Discipline .	74

8.3 Percent of Faculty in Orientation Groups by Respondent Autonomy Rating of Departments. 75
8.4 Percent of Faculty in Orientation Groups by Objective Department Classification 75

PREFACE

A number of student colleagues have been important contributors to this work. Much of the basic theory and research design took shape in the many conferences with W. Nevell Razak during 1968-1969 while he was working on his dissertation.

Jon Patterson has served the project with devotion and skill as my research assistant. I have appreciated his willingness to take on the many routine tasks and responsibilities. Judy Dellinger who joined the project as a typist soon became an undergraduate research assistant in function if not in title because of her skill and interest. Patsy Bartee joined the project late but has done yoeman service in key-punching, coding, and editing the questionnaires as well as typing manuscripts.

David Sutherland, Ron Fundis, Janet Campbell Barber, and Bronwen Lewis, although concerned with other problems in the analysis of universities have been unstinting in their contributions to both the intellectual and the manual problems of the project. Many others have willingly contributed advice and criticism though they had no immediate stake in the success of our work. I thank them all.

This work is closely related to and received benefits from projects supported by a grant from the United States Public Health Service and from the General Research Fund of the University of Kansas.

Chapter one is drawn from and essentially repeats materials in an article submitted for publication.

Charles K. Warriner

SUMMARY

The widely held "cosmopolitan-local" theory that faculty members (and other professionals) cannot be both loyal to their local institution and committed to their profession has been questioned by studies of professionals in other kinds of organizations. The analysis of the theory in the light of these and other findings led to the formulation of four major hypotheses to be tested by research on faculties and universities. The first series of studies, reported in this document, included two major state universities in the Midwest and one minor university.

The first hypothesis, that we would find no general relation between loyalty and commitment, was fully confirmed. At each school the correlation between these two variates was below .10. Although the data are inconclusive because of small populations there are indications that, as predicted, both positive and negative correlations between loyalty and commitment are found when we control by discipline.

The second hypothesis, that the degree and direction of the relation between loyalty and commitment are a function of the character of the work organization was also supported by our data. When departments were classified according to their autonomy and their use of professional criteria for evaluating the competence of faculty members, we found a positive relation (Gamma = .4000 or better) in collegial departments (autonomous and using professional criteria) and no significant relationship for other departments.

The third hypothesis, closely related to the second, was that types of faculty members (defined by high or low loyalty and high or low commitment) would be differentially distributed among the types of departments. As predicted, we found a higher proportion of local professionals (high loyalty and high commitment) and a lower proportion of itinerants (low loyalty, high commitment) and local institutionals (high loyalty, low commitment) in collegial departments than in others.

Finally, our fourth hypothesis stemming from consideration of the career concerns of these several types of faculty members proposed that each type would show different role performance preferences. Four instruments of role preferance were used: activity choice, mode of relationship with others, value justification of activities, and role title preferences. The data for each of these instruments support the hypotheses concerning the direction and character of the differences between the several types of faculty.

Although some of the findings described above approach levels of questionable significance (because of small population sizes and also because of our inability to control for other important variates), nevertheless, the consistency of the results from the several schools, the similarity of results using different measures, and the systematic directional character of the results indicate that we may have considerable confidence in these findings and in the theoretical formulations from which the hypotheses stemmed.

PART A - INTRODUCTION

I. FACULTIES AND THEIR UNIVERSITIES - THE PROBLEM

There is a growing concern with and anxiety about the nature of academic institutions and their role in the contemporary world. The critics of the academy from all sides and levels have pointed to the loss of liberal arts orientations, to the emphasis upon esoteric research, to the changing quality of student-faculty relationships and to the alienation of students from "meaningless" academic exercises among other issues and problems. Recent student rebellions, growing faculty mobility and institutional disloyalty, and administrative concern have become the signs of trouble in academia, but the basic problems transcend these particular mainfestations.

The university as an institution is being challenged to demonstrate its validity and legitimacy in the context of a society undergoing cataclysmic transformation. In this, the questioning of practices, procedures and programs has a special relevance and pertinence whether the questions come from outside as a part of the challenge to the university or from the inside as part of the evaluation of goals and the means to their achievement.

The faculty is often seen as a central factor in these processes and procedures and hence is often the focus of the challenge and of the questioning of practices. Rebellious students on the one hand and dismayed administrators on the other exhort the members of the faculty to change their ways. These exhortations often appear to strike at the very basic values and norms which faculties hold as professional educators and as members of professional disciplines. Even more strident attacks upon the faculty come from outside the university proper. Boards of regents, legislators and members of vocal publics strive to impose restrictions upon faculty autonomy and academic freedom, and ask that more direct control over the work of faculty members be imposed by university administrators. In some cases external control boards actually dip down into the administration of the university to admonish, suspend or dismiss faculty members for what they do or say.

There is some legitimacy to the view that the faculty is central in what happens in universities. Faculties are, after all, the central workers in the institution: they are the ones who perform the work that satisfies institutional goals and purposes. Faculty members, both by their numbers and by their activities, are the agents who most clearly affect student experience with the university and the kind of perception students have of what the university is all about. And, by virtue of their willingness or reluctance to carry out administrative policies, it is the faculties who in the long run affect the direction and character of the university's response to its world.

Academic freedom, the principle of tenure, and the norm of professional autonomy have been central values defining the relation of faculty members to their universities. These have been, for example, the primary concerns of the academic "union", the AAUP. On the other hand, the classroom authority of the instructor, the subordination of the novice-student to the professional-teacher, the practice of required curricula, and the use of achievement standards for continued participation by students in the university, though not so clearly enunciated as values, have been the basic principles defining the relation of the faculty to the students.

The present turmoil in the university is raising the question as to whether these principles and practices are legitimate and necessary to the accomplishment of the basic goals of universities as institutions or whether they are merely arbitrary values and norms sanctioned only by age and to be protected only by the faculty for their own aggrandisement.

The research described in this report is an attempt to focus upon these problems of the relation of faculties to their universities. This is a part of a larger program of inquiry in which we are looking at various aspects of universities as human organizations - organizations with mandates reflecting larger societal concerns, organizations with goals, social consequences and claims upon societal resources, and organizations involving human actors in a complex division of labor.

In this particular part of the research we are concerned with one of the relationships of the faculty to the university: how patterns of university administration and control affect the attitudes and orientations of faculty members. Specifically, we ask whether practices of administration involving the values of faculty autonomy do or do not affect the way faculty members conceive of themselves as professionals and the way they feel about the university as a place for professionals to work.

In later research we will be concerned with the way in which differences in faculty attitudes and orientations, whether stemming from administrative practices or other sources, affect the work that gets done. Specifically, we will be concerned with whether different degrees of loyalty to the institution and of commitment to a profession affect the kind of work that faculty members do, the way they relate to their students and colleagues, and the kind of values which they express in their work.

If we can find reliable answers to these empirical questions we will have specified one major set of relations within the university, and this will help to give a functional answer to the question of the importance of faculty autonomy and academic freedom, and to the question of the sources of student reactions.

These questions are very similar to ones which have increasingly been asked about professional workers in other organizations as well as in universities. Consequently, we start by examining these questions in the light of what has been learned about professionals in other settings.

Professionals in Organizations

Two contrasting types of control over work activities have been identified: the institutional or bureaucratic and the professional. In the first, work is done within an organization and for the achievement of the goals of that ogranization. In this setting the decisions about the work, who is to do it in what way, are largely made by the authority structure of the organization. Typically illustrating this type of control is the work of machine operators and assembly-line employees in factories.

In contrast, in the professional type of control over work activities the work to be done, for whom, in what way, at what time and under what conditions is specified by the professional himself in terms of his knowledge and the internalized norms and skills which come from his professional training. Lying immediately back of his decisions and influencing them are the sanctions and judgments expressed by the group of professional colleagues. Work that is controlled in this fashion is typically performed outside of the context of purposeful organizations by independent professionals such as the private physician and the lawyer with his own law office. Blau and Scott (1962, pp. 60-63), Etzioni (1964, pp. 76-77) and Hall (1968)* have described these contrasts.

The distinction between these two forms of control over work is of special interest when the work of particular persons is subject to both forms of control as happens in the case of salaried physicians or lawyers employed by commercial or manufacturing concerns, in the case of scientists in industry, or in the case of professors in universities and colleges.

The professional in an organization is often confronted with two distinct sources of evaluation of his work involving different sets of value criteria and different modes of evaluation as well as different bodies of evaluators. How the professional worker resolves the problems which arise from this depends upon which source of control is most important to him, upon how he sees himself in relation to each of these sources of control, and upon the kind of career he envisages for himself.

> Conflicts created by the merger of the two...forms [of control over work] are resolved by the bureaucratized professionals in different ways. Some retain their identification with their professional group, are highly committed to their professional skills, and look for social support to professional colleagues outside the organization as well as within. Others have less commitment to their specialized skills, come to identify with the particular organization by which they are employed and its program and procedures, and are more concerned with gaining the approval of administrative superiors inside the organization than that of professional colleagues outside . . . .
> (Blau and Scott, 1962, p. 64.)

---

*Full citations are found in "References" at the end of the chapter.

Many studies of professionals in organizations have demonstrated that these orientations have powerful consequences for the kinds of work the professional persons do, the way they do their work, and the way they relate to other persons. Among these studies are those by Reissman (1949), Wilensky (1956, esp. pp. 112-174), Pelz (1956), Marvik (1956), Gouldner (1957), Caplow and McGee (1958), Lazersfeld and Thielens (1958), Bennis et al (1958), Marcson (1960), Scott (1961), Glaser (1964).

In his study of academic professionals Gouldner (1957), drawing upon Merton (1957), identified as "cosmopolitan" those faculty members who were oriented toward their professional skills, to colleagues in the profession and not to the local institution, and as "locals" those who had high organizational loyalty with low commitment to skills and outside colleague reference groups. This basic classification has continued in use since then.

Hughes has pursued the same theme in his analysis of professionals, but with a greater emphasis upon the career aspects of the orientation. He identified two "styles of careers": the "itinerants" who "will move from place to place seeking ever more interesting, prestigeful and perhaps, more profitable positions . . . at home in any given place not because of personal attachments, but because of the work to be done and the conditions of doing it;" and the "home-guard" who "build attachments, becoming less movable." (Hughes, 1958).

Implicit in much of the research as well as in the discussions of the problem is the assumption that orientation to the local organization precludes orientation to the profession and vice versa.

> . . . a scholar's orientation to his institution is apt to disorient him to his discipline and to affect his professional prestige unfavorably. Conversely, an orientation to his discipline will disorient him to his institution, which he will regard as a temporary shelter where he can pursue his career as a member of the discipline.
> (Caplow and McGee, 1958, p. 71)

Kornhauser by implication (1962, pp. 120-121) and Blau and Scott explicitly (1962, pp. 66-69) raise the question of the validity of the "hypothesis". Blau and Scott cite Scott's data on social workers (1961) and Bennis' study of nurses (1958) as tests. Although they assert that the Scott data confirm the hypothesis of an inverse relationship between professional commitment and organizational loyalty it involves but a single case (i.e. one organization) and did not include enough respondents to introduce adequate controls for such factors as age and length of service. The Bennis _et al_ study of nurses gave results "that qualify the generalization" since they were contrary to what was expected.

Later, Glaser, in his study of a medical research organization (1964), discovered professionals with an orientation to both profession and local work organization ("local-cosmopolitans"). He then goes on to say: ". . . cosmopolitan and local can be seen . . . as two dimensions of orientation of the same scientist, each activated at the appropriate time and place as determined by the organizational structure within which he works." (Glaser, 1964, p. 26-27)

The underlying problem in this issue is the question as to whether the two sources of control, the organizational and the professional, are inevitably conflictual. If it is possible that these two sources have identical, or similar, or even different but not conflicting, judgments and evaluations then it would appear possible, as Glaser indicates, for the professional to be oriented toward both the profession and the local organization. The basic research problem is the question of the organizational conditions which given high professional commitment lead also to high organizational loyalty. Hall has suggested that professionalization and bureaucracy will be positively related when there is a high division of labor and the use of technical competence as the basis for hiring and advancement. (Hall, 1968, p. 95)

If institutional loyalty and professional commitment are basically independent variates we must then deal with four types of orientation, not just two, defined by high or low professional commitment and high or low institutional loyalty, thus:

		PROFESSIONAL COMMITMENT	
		High	Low
INSTITUTIONAL LOYALTY	High	Local Professional	Local Institutional
	Low	Itinerant Professional	Alienated

Here the local professional is equivalent to Glaser's "local-cosmopolitan", the itinerant professional, Hughes' term, is equivalent to Gouldner's "cosmopolitan" and to Reissman's "functional bureaucrat", the local institutional is equivalent to Gouldner's "local", Hughes' "home-guard" and Wilensky's "careerist", the alienated is a previously ignored category. ("Alienated is an organizational, not a psychological, category for it represents merely the fact that the person is not oriented toward either of the structures with which we are concerned.) Given these types of orientation we wish to know (a) the conditions under which each type occurs and (b) the relationship of type of orientation to what the professional does.

The Organization and the Professional

The intersection of these two types of control, the fact of the professional in the organization, has consequences for the organization as well as for the professional. The basic problem for the organization has been described by Kornhauser:

> . . . the work establishment faces the dilemna of seeking too much integration of its professionals into the organization and thereby losing their professional worth, versus granting them too much autonomy and thereby weakening their contribution to the organization. (Kornhauser, 1962, p. 130).

This statement of the problem implies that organizations may vary in the way they treat the professional and that this variation has consequences for the orientation of the professionals, or at least for the kinds of professionals that may be retained.

Many other studies of workers in organizations have shown that levels of morale, absenteeism, turnover, the quality and quantity of work done, and loyalty to the local organization are closely related to the character of the work organization. It may well be that professionals as a class are less loyal and more mobile than are other kinds of workers, but it is likely that within this general level, variations in loyalty and mobility will be related to the character of the work organization.

The professional is an "itinerant" in part because he seeks the optimum conditions for his work, in part because, by avoiding local commitments and by being widely known, he can more effectively bargain with any given work organization to secure for himself if not for others the conditions he deems necessary to his work.

We would expect the professional to remain in the local work organization when he has achieved the optimum working situation for himself in terms of his marketability and bargaining ability, or when the organization provides interesting work under the best available conditions for his work (thus, Harvard is always cited as the final resting place for academic cosmopolitans, the eden to which they all aspire). (Wilensky, 1964, p. 147.)

For the professional, the work to be done is interesting when it is consonant with the goals and values defined by the profession. Of the professional in unions Wilensky says:

> What the Professional Service expert seeks most is work that is "professionally gratifying". By this he means work that measures up to his own standards derived from past training and experience and the judgments of his professional colleagues . . . the intrinsic nature of the work is very important to him. He is pleased when the union gives him freedom and leeway within his area of competence and makes good use of his professional competence. (Wilensky, 1956, p. 131).

To attract the professional the organization must not only provide him with "professionally gratifying" work, but must also provide the conditions under which it can be competently done. There appear to be at least two major aspects to these conditions for competent work. On the one hand, the criteria used for evaluating successful performance, and thus for rewarding the professional must be the same as those used by the profession. He must be rewarded for work of which his colleagues in the profession would approve. That is, "competent" work is defined by professional standards.

On the other hand, one of the important elements of professions as opposed to occupations or unskilled work is that the training of the professional provides him with complex bodies of knowledge, complicated skills, and a competence for independent judgment in the solution of the problems with which he must deal as a professional. If he is not given the freedom to exercise these judgments, to use his own skill in approaching problems, then he is less than a professional. This is the point Wilensky makes when he says that the professional is "pleased with the union when it gives him freedom and leeway within his area of competence." This is also implied by Kornhauser's statement of the dilemma facing organizations in the integration of the professional, and is the point of Scott's distinction between autonomous and heteronomous organizations. (Scott, 1965). Thus we would expect the loyalty of professionals to their work organizations would be high when the local work organization uses professional criteria for evaluating competence and gives the professional autonomy to define what he will do and the way he will do it. Miller has confirmed this in his study of industrial scientists. (Miller, 1967).

Using these criteria of autonomy and professional criteria we can identify four types of work organizations:

		AUTONOMY OF THE PROFESSIONAL	
		High	Low
USE OF PROFESSIONAL CRITERIA OF COMPETENCE	High	A	C
	Low	B	D

Type A organizations in their extreme form would represent the equivalent of a local chapter of the professional establishment and we thus call it a *collegium*; Type B, providing autonomy, but using criteria other than professional ones would be a *decentralized bureaucracy*; Type C, low autonomy but with the use of professional criteria, would be a *professionalized bureaucracy*; while Type D, would be an *administrative bureaucracy*.

From the discussion above we would expect to find that the professionals in type A organization would be "local professional" in orientation, that those in type D would be "itinerants" in orientation. Furthermore, we would expect type D would also have a much higher proportion of "local institutionals", professionals who had given up their commitment to the profession.

Most of the concern with professionals in organizations is focused upon the large-scale complex organizations in which the effective work unit is the department. When departments are identified in terms of professional areas these departments may become isolated from the rest of the organization and encapsulate the professional within a protective envelope of departmental autonomy. In these situations the department head may act as a "local" agent of the institutional authority transmitting the rules and applying institutional criteria for evaluation. On the other hand, especially if the department head is one of the professionals he may serve as a representative of the professional group blocking institutional rules and using professional norms and evaluation criteria within the department. In this way is is possible for an autonomous professional organization to exist within the boundaries of a bureaucratic organization generally using institutional rules and evaluations.

In universities, the several professional groups are in departments which vary in the extent of their conformity to these criteria for organizational character. Therefore, our basic unit of analysis of organizations will be departments, rather than the total university.

The Profession and the Professional

The professional is differentiated from other kinds of workers by virtue of his lengthy training in the profession. This training provides him first of all with an extensive body of knowledge, a set of skills for performing certain work, and with a competence for judgments about the application of this knowledge and skill to particular problems. Even more importantly, from the point of view of orientation, the training often involves a rather extensive resocialization of the individual such that he conceives of himself primarily in terms of his professional identity. He comes to the point that what he is and what he wants is inextricably involved in his profession (Cf. Becker and Strauss, 1962). In the more visible professions the larger community shares in this identity ascription so that the professional is responded to in terms of his professional affiliation rather than in terms of other more personally unique characteristics. Thus, the medical practitioner has a professional identity that invades all of his relationships in the community.

This training is the background source of professional orientation, but a profession is more than just the past experience of the professional. It is a contemporary as well as historical reference group for the individual. As a contemporary reference and participation group the profession consists of the active professionals who are often organized into professional associations, of training schools (which continue to serve the professional as employment bureaus and as reference sources), in the body of literature, especially journals, which continue to express the values and norms of the profession, and in the various associated agencies such as licensing boards established by and for the profession. These various organizations taken together can be identified as the professional establishment, and in major respects can be considered a form of organization (Goode, 1957, Hall, 1968).

We would assume that the influence of the profession upon the professional's orientation would be directly proportional to the strength of the professional establishment (Cf. Kornhauser, 1962, p. 149

and Hall, 1968). A strong establishment provides the professional with employment opportunities, with a continuing source of judgment upon his competence, and with a continuing reminder of his professional identity.

If we were limiting our study to a single profession this would not be an important matter, but when we are concerned with faculty members who are identified with a variety of different professional groups, it is necessary to recognize that these probably vary in the strength of the establishment and in the extent to which they provide a continuing influence on the orientation of the faculty member. As a consequence we should find systematic differences between disciplines in the degree of professional commitment of their members and in the kinds of reactions to the imposition of institutional controls.

There is one other way in which the professional identity of the faculty member may vary. In general, the literature on academic professionals has treated the discipline as the profession. For many faculty members, however, their profession is not the discipline, but that of "teacher" or "educator" (rather than "sociologist"or "chemist".) For these persons the colleague group is other committed teachers, the important skills are those of the relationship with the student, and the important body of knowledge is not limited to their particular area of training.

On the whole this particular professional establishment is weak and in many universities there will be few whose identity is of this sort, but it is an orientation that must be taken into account in constructing our measures of professional commitment and in our analysis.

Orientation and Role Performance

The importance of loyalty to the local institution and of commitment to a profession lies in their influence on the work that professionals do and the way they do it, in the kinds of relations they maintain with local colleagues and others with whom their work involves them, and in the kinds of values and goals they seek to achieve in their work - in short, the influence of orientation upon role performance. The importance of orientation for role performance is so widely assumed that the "local-cosmopolitan" classification often becomes a social type description which encompasses role characteristics as well as orientation factors. However, the problem for research is to determine the extent to which these role characteristics are associated with type of orientation.

There are, of course, orientations other than those of organization and profession which influence the work of faculty members or other professionals. Some may have a commitment to a religious body and its doctrines, others may be involved in political movements and ideologies, others may be engrossed in their families. Each of these as well as other orientations may be an important factor in what any particular faculty members do. Here, however, we are concerned with those orientations which are systematically associated with professionalism and with local work organization. For the purposes of this research we assume that these other orientations are randomly rather than systematically related to the nature of the university, to the degree of professional commitment, and to the role performance dimensions which we are studying.

Certain aspects of role performance are of special concern in the study of academic professionals for they lie at the center of criticisms of faculties or are of special importance in the response of students to their collegiate experience. Among the role dimensions which have this relevance are (1) the relative emphasis the faculty members place upon such activities as teaching, research, university administration, professional society activities, and community service - that is, the time allocation aspects of role performance, (2) the relative emphasis the faculty members give to supportive-cooperative relationships with colleagues and students versus instrumental exploitive relationships - that is, the interactional aspects of role performance, and (3) the relative emphasis the faculty members place upon activities as instruments for career aggrandisement as opposed to the functions of these activities in achieving social value consequences defined by professional establishment or institutional goals.

Summary: The Problems for Research

The research reported in the rest of this document is based upon the assertions developed in this chapter (1) that the characteristics of role performance of faculty members that are crucial to the university are systematically related to the orientation of the faculty members as defined by (a) loyalty to the local institution, and (b) commitment to the profession, (2) that for professionals in any given profession the loyalty to the local institution is a function of the character of the work organization (department) defined by (a) use of professional criteria for evaluation of competence, and (b) the degree of autonomy given the professional, and (3) that for professionals in any given work organization, the degree of professional commitment is a function of the strength of the professional establishment for that profession.

The first stage of the research was designed to (1) develop the instruments for measuring professional commitment, institutional loyalty and departmental character, (2) make a preliminary test of the hypothesis concerning the relationship between departmental character and orientation of faculty members, and (3) as far as possible begin work on the second stage problem: the relationship of orientation to role performance.

We wish to test three closely related hypotheses in this first stage of the research:

I. Professional commitment and local loyalty vary independently of each other when data from a variety of organizations (departments) and a variety of professions are involved.

II. (a) For professionally committed faculty members institutional loyalty will be higher in collegial departments that in administrative ones, and (b) for those with low professional commitment the level of loyalty will not be differentiated by department type.

III. (a) Collegial departments will have a higher proportion of "local professionals" (high commitment and high loyalty) than will other types of departments, and (b) Administrative departments will have higher proportions of both "local institutionals" (high loyalty, low commitment) and "itinerants" (low loyalty, high commitment).

In addition, we wish to make a preliminary test of the second stage hypothesis that:

IV. Faculty members with different types of orientation (as measured by institutional loyalty and professional commitment) will be characterized by different role performances.

REFERENCES FOR CHAPTER I

Becker, Howard S. and Strauss, Anslem
1956 "Careers, Personality, and Adult Socialization,"
AMERICAN JOURNAL OF SOCIOLOGY, 62:p. 256

Blau, Peter M. and Scott, W. Richard
1962 FORMAL ORGANIZATIONS.
San Francisco: Chandler

Caplow, Theodore and McGee, Reece
1958 THE ACADEMIC MARKETPLACE.
New York: Basic Books.

Etzioni, Amitai
1964 MODERN ORGANIZATIONS.
Englewood Cliffs, N.J.: Prentice-Hall

Glaser, Barney
1964 ORGANIZATIONAL SCIENTISTS: THEIR PROFESSIONAL CAREERS.
Indianapolis, Ind.: Bobbs-Merrill Co.

Goode, William J.
1957 "Community Within a Community: The Professions,"
AMERICAN SOCIOLOGICAL REVIEW, 22:pp.194-200.

Gouldner, Alvin W.
1957-1958 "Cosmopolitans and Locals: Toward an Analysis of
Latent Social Roles
ADMINISTRATIVE SCIENCE QUARTERLY,II: pp.281-306,444-480.

Hall, Richard H.
1968 "Professionalization and Bureaucratization,"
AMERICAN SOCIOLOGICAL REVIEW,33:pp.92-104.

Hughes, Everett C.
1958 MEN AND THEIR WORK
Glencoe, Illinois: The Free Press.

Kornhauser, William
1962 SCIENTISTS IN INDUSTRY: CONFLICT AND ACCOMMODATION.
Berkeley: University of California Press.

Lazarsfled, Paul F. and Thielens, Jr., Wagner
1958 THE ACADEMIC MIND
Glencoe, Illinois: The Free Press.

Marcson, Simon
1960 THE SCIENTIST IN AMERICAN INDUSTRY: SOME ORGANIZATIONAL
DETERMINANTS IN MANPOWER UTILIZATION
New York: Harper and Bros.

Marvik, Dwaine
1954 CAREER PERSPECTIVES IN A BUREAUCRATIC SETTING
Ann Arbor: Bureau of Government, Institute of Public Administration, University of Michigan.

Merton, Robert K.
1957 "Patterns of Influence, Local and Cosmopolitan Influentials," in Merton, SOCIAL THEORY AND SOCIAL STRUCTURE.
Glencoe: The Free Press.

Miller, George A.
1967 "Professionals in Bureaucracy: Alienation among industrial scientists and engineers."
AMERICAN SOCIOLOGICAL REVIEW, 32: 755-768.

Pelz, Donald C.
1956 "Some Social Factors Related to Performance in a Research Organization"
ADMINISTRATIVE SCIENCE QUARTERLY,I

Reissman, Leonard
1949 "A Study of Role Conceptions in Bureaucracy"
SOCIAL FORCES, XXVII: pp.305-310

Ritzer, George and Harrison, M, Trice
1969 "An Empirical Study of Howard Becker's Side-Bet Theory"
SOCIAL FORCES, 47: 475-478

Scott, W. Richard
1961 "A Case Study of Professional Workers in a Bureaucratic Setting"
Chicago: University of Chicago, Department of Sociology, unpublished Ph.D. dissertation

1965 "Reactions to Supervision in a Heteronomous Professional Organization
ADMINISTRATIVE SCIENCE QUARTERLY, 10: 65-81.

Wilensky, Harold L.
1956 INTELLECTUALS IN LABOR UNIONS: ORGANIZATIONAL PRESSURES ON PROFESSIONAL ROLES
Glencoe: The Free Press.

1964 "The Professionalization of Everyone?"
AMERICAN JOURNAL OF SOCIOLOGY, LXX: pp.137-158.

(no p.14)

II. STUDY SITES, RESPONSE CHARACTERISTICS, RESPONDENT AND DEPARTMENT CHARACTERISTICS

The data encompassed in this report come from studies at three universities (identified as sites 003, 004, and 006) conducted during the period January to June 1970. References will also be made to the findings from an earlier study made in the Spring of 1969 (identified as site 001).*

The first study in the present series was designed primarily as a pretest of the questionnaire and of the instruments included in it, but since there were only minor changes in the questionnaire content for the later studies the data from this study can be made part of the same basic analyses.

Description of the Sites

Study site 003 is a medium-sized state supported college in the midwest. This school has an enrollment of about 8,000 students most of whom come from within the state. Formerly a "normal college" it has continued to emphasize teacher training for primary and secondary schools, but in recent years it has broadened its curriculum into a general liberal arts program. The highest degree offered is the Masters, of which almost 600 were awarded in 1968. Many of the faculty have not completed formal professional training and there tends to be a high turnover as the younger faculty members leave to complete their training or, having completed it, to go on to schools more able to attract highly trained professional faculties. The faculty and administrative staff number just under 400 persons. The school is located in a small city about sixty miles from a large metropolitan center. There is also a private denominationally affiliated liberal arts college in the same city.

Site 004 is the major state supported university in another midwestern state. It has an enrollment of about 22,000 students with a faculty and administrative staff of about 1500. This school has offered the Ph.D. degree in various fields for a number of years and in 1968 awarded over 150 doctorates, more than 600 Masters, and 200 professional degrees.

This university includes a number of professional schools as well as an agricultural college. There are 73 academic departments in the several schools and colleges. A few of these departments are nationally recognized for their research and scholarship. The university is located in a large city.

---

*This study is reported by W. Nevell Razak, Department Structure and Faculty Loyalty in a Major University. Lawrence, Kansas: University of Kansas Library, typewritten Ph.D. dissertation, 1969. This site was the major state university in the same midwestern state as site 003. Site 001 has characteristics very similar to those of sites 004 and 006.

Most of the faculty have the terminal degree in their fields and many come from training schools outside of the region.

Site 006 is also the major state university in a third midwestern state. In many ways it is similar to site 004 with a student enrollment of about 21,000 and a faculty of about 1700 persons. It has offered the Ph.D. as well as other advanced degrees for a number of years, awarding over 180 doctorates, almost 1500 masters, and over 200 first professional degrees in 1968.

A medical college as well as other professional schools and the state agricultural college are located on the same campus with the liberal arts college. There are 89 departments in the several schools and colleges of the university. Some of the departments are noted for their research and scholarship.

The questionnaire data collection at this school was delayed by moratorium protests in the Spring and the questionnaires were distributed just before the state governing board intervened in the internal administration of the university causing considerable reaction among the faculty. We do not know what effect this may have had on the response content, but we do know that a few faculty members were annoyed because we weren't investigating the "real sources of strain - the governing board".

Response Rates and Characteristics

Table 2.1 gives the data on mailings and return rates for each of the studies. Each of the original distributions included a number of ineligible respondents. At site 004, through the use of the directory we were able to identify with some accuracy the ineligibles. We were not able to do this at 006, hence our original count includes an unknown number of ineligibles.

At school 004 directory information made it possible to compare the characteristics of those who returned completed questionnaires with the total population we wished to sample. On rank, length of service, highest degree, and date of degree the sample is directly proportional to the total population within a very few percentage points (See Appendix, table A2.2). However, there was considerable variation from department to department in the percentage returns. Certain departments show a considerable reluctance to participate in this study. [Part of the response I have labelled the Walt Whitman Syndrome for the attitude appears to be similar to that expressed by Whitman in his poem "The Learn'd Astronomer"]. Others show generally high return rates.

Table2.2 describes each of the study populations by rank, length of service, highest degree, age and sex. These data indicate the dif-

TABLE 2.1

QUESTIONNAIRE RESPONSE RATES

	Number of Cases by Study		
Study Number	003	004	005
Original distribution	384	940	586
Known ineligibles[a]	12	201	7
Revised universe size[b]	372	739	579
Total questionnaire returns	252	446	343
Unusable returns[c]	8	26	7
Total usable returns[d].	244	420	336
Total returns as percent of original distribut'n	65.8	49.7	58.5
Usable returns as percent of revised universe	65.6	56.8	58.0

---

a "Ineligibles" include: (a) non-teaching personnel, (b) emeritus persons (c) part-time faculty, (d) those who are primarily graduate students at the school, (e) those on leave during the period of the study.

b The universe includes an unknown number of persons absent from the campus at the time of the study, those who for reasons of errors in mailing procedures failed to receive a copy, as well as unidentified ineligibles.

c In addition to the ineligibles who returned questionnaires, the unusable returns included blank returns, incomplete returns and those obviously completed facetiously.

d Additional returns were received after the "close-out" date for each study, approximately four weeks after the initial mailing.

TABLE 2.2

DISTRIBUTION OF USABLE RETURNS BY RANK, AGE, SEX, LENGTH OF SERVICE AND HIGHEST DEGREE GROUPS, BY STUDY

	003		004		006	
	N	%	N	%	N	%
Distribution by Rank						
Professor	35	14.3	131	31.2	108	32.1
Associate Professor	68	27.9	111	26.4	81	24.1
Assistant Professor	86	35.2	114	27.1	112	33.3
F. T. Instructor	26	10.7	57	13.6	27	8.0
Other & No Answer	29	12.7	7	1.7	8	2.4
Total	244	100	420	100	336	100
Distribution by Age						
Under 26 years	6	2.5	5	1.2	1	0.3
26 - 30 years	42	17.2	73	17.4	37	11.0
31 - 40 years	121	49.6	140	33.3	141	42.0
41 - 50 years	46	18.9	105	25.0	80	23.8
51 - 60 years	27	11.1	65	15.5	54	16.1
60 years and over	0	0	32	7.6	22	6.5
No answer	2	0.8	0	0	1	0.3
Total	244	100	420	100	336	100
Distribution by Sex						
Male	178	73.0	377	89.8	317	94.3
Female	64	26.2	42	10.0	19	5.7
No Answer	2	0.8	1	0.2	0	0.0
Total	244	100	420	100	336	100
Distribution by Length of Service						
Under two years	50	20.5	66	6.4	22	6.5
2 - 5 years	83	34.0	149	35.5	38	11.3
6 - 10 years	47	19.3	69	16.4	124	36.9
11 - 15 years	29	11.9	41	9.8	56	16.7
16 - 20 years	10	4.1	46	8.3	31	9.2
20 years and more	23	9.4	58	13.8	24	7.1
No Answer	2	0.8	2	0.5	41	12.2
Total	244	100	420	100	336	100
Distribution by Highest Degree						
Bachelors or less	5	2.0	12	2.8	3	0.9
Masters	125	51.2	90	21.4	44	13.1
Doctorate other than Ph.D or Special	38	15.6	95	22.6	64	19.0
Ph. D.	66	27.0	200	47.6	211	62.8
No Answer	10	4.1	23	5.5	14	4.2
Total	244	100	420	100	336	100

ferences between site 003 and the other two studies. The professionalism indicators suggest a high level of professionally trained faculty at sites 004 and 006.

Departments and Disciplines

Many of our analyses will use departments and disciplines as the basic units. It is appropriate therefore, to briefly examine the departments represented in this study. Table 2.3 shows the departments represented at each school for studies 004 and 006. In each case we have identified the departments by the central discipline involved rather than by the unique names they may have in any particular school.

At site 003 thirty-five academic units were identifiable. However, the division rather than the department is the basic unit of organization at this school. Furthermore, many of the so-called departments have fewer than five members. Much of the data on the divisions indicates that they are often quite heterogeneous groupings and consequently little analysis by academic unit can be profitable for this site.

At site 004 questionnaires were distributed to all faculty and staff on the main campus. This excluded the agricultural college and certain other schools and departments. As far as we can tell from the directory information available the mailing went to faculty members in forty-three departments and undifferentiated schools. As Table 2.3 indicates we have returns from fifty departments.

At site 006 questionnaires were distributed to the faculty in thirty-five departments. We wished to include all of the traditional liberal arts disciplines and added certain other departments, such as agronomy, for comparative purposes.

TABLE 2.3

RETURNS AND RETURN RATES BY DEPARTMENTS

	Study 004			Study 006		
	UN[a]	RN[b]	%	UN[c]	RN[b]	%
Arts and Sciences Disciplines						
Anthropology	5	4	80.0	15	9	60.0
Art, Fine Arts	17	7	41.2	18	6	33.3
Art History	-			10	5	50.0
Biochemistry/Physiology	-			6	1	16.7
Botany	10	5	50.0	12	7	58.3
Chemistry	26	20	76.9	23	16	69.9
Classical Languages	4	3	75.0	5	3	60.0
Economics	19	9	47.4	26	16	61.5
English	75	57	76.0	31	15	48.4
Entomology	-			17	9	52.9
Geography	5	3	60.0	4	3	75.0
Geology	9	3	33.3	13	5	38.5
Germanic and Slavic Lang & Lit	10	1	10.0	10	6	60.0
History	24	9	37.5	32	16	50.0
Mathematics	26	16	61.5	31	9	29.0
Microbiology	6	2	33.3	5	3	60.0
Music	23	14	60.9	29	17	58.6
Philosophy	12	5	42.7	8	3	37.5
Physics	19	13	68.4	18	10	55.6
Political Science	16	12	75.0	23	11	47.8
Psychology	8	7	87.5	28	17	60.7
Romance Lang & Lit	16	14	87.5	26	16	61.5
Sociology	12	7	59.5	31	20	64.5
Speech and Drama	18	14	77.8	17	10	58.8
Zoology	19	12	63.2	16	10	62.5
Other Schools						
Agriculture (4)				124	52	41.9
Architecture and Engineering(8)	92	54	58.7			
Business School (5) (5)	42	17	40.5	58	30	51.7
Education (10)	144	82	56.9			
Law (1)	16	8	50.0			
Misc., Others, and NA (6)		19			1	
Total Persons		420			336	

[a] Universe size excluding known ineligibles determined from directory.

[b] Returned questionnaires excluding ineligibles and unusables.

[c] Universe size including some ineligibles.

PART B - FACTORS IN FACULTY ORIENTATIONS

III. DATA COLLECTION INSTRUMENTS AND PROCEDURES

The hypotheses described in Chapter I require data on (a) department type as defined by faculty autonomy and the use of professional criteria for evaluation, and, for each faculty member, data on (b) degree of professional commitment, and (c) institutional loyalty. In addition, subsidiary considerations required data on (d) background characteristics of the faculty members including rank, age, length of service, highest degree and number of publications.

The primary data for typing departments were collected by interviews with knowledgeable informants in each department, all of the rest of the data were collected through questionnnaires sent to each of the members of the faculty in the several universities studied.

The several instruments included in the questionnaire were developed during September to December 1969 from suggestions by previous investigators as well as from the requirements of our conceptual developments and were given "semantic" pre-testing and revision through interviews with faculty members at the University of Kansas.

A preliminary form of the questionnaire was completed in January 1970. The first study in the series (identified as site 003 and described in the next chapter) was designed as a pretest of the questionnaire and of the several measuring instruments included within it. On the basis of this work a final form of the questionnaire was prepared for use in the next two studies. The revision, for the most part, involved slight changes in wording of a few items, small changes in format, the dropping of some items and the addition of several new items.

Department Typing Methods

Objective Department Classification. Previous work has indicated that two dimensions of departmental character are important factors in the loyalty and commitment of professional workers: autonomy of the department in decision-making with respect to work and work related affairs and the use of professional criteria in evaluating the competence of faculty members. Therefore, we wished to obtain objective measurements of departments on these two dimensions.

A series of questions about practices and procedures in the university and in the department were asked of selected informants in each department. We wanted the kind of data that we could have obtained by direct observation had we had the time. We therefore used informants as auxiliary observers attempting to have them report to us what happens in their departments. Although it was not always possible we wished to secure at least two informants to increase the reliability of the reports.

The reports by the informants were scored according to a predetermined schedule (See Appendix A) to give us a departmental autonomy score and a departmental professional criteria score. Departments can then be classified as "collegial" "administrative" "Professionalized administrative" and "decentralized bureaucracies" according to their scores on these two dimensions (see page 7).

Sixteen departments at site 004 were classified by this procedure. Unfortunately, we did not have time to complete this classification at 004 or to attempt it at site 006 because of the end of the semester and the turmoil of events particularly at site 006.

Respondent Autonomy Rating. In an attempt to provide a reliable questionnaire procedure for measuring departmental and faculty autonomy we constructed eight questionnaire items designed to elicit the respondent's report concerning his participation in academic decisions. Since we had no objective indicators of autonomy in the pretest study, it was not possible to validate the instrument at that stage.

These items are:

47. The last time a faculty member was hired in my department, I had an important part in his selection.
48. I have had a vote in shaping the curriculum of my department.
49. The last time a member of my department was given tenure, I had an important part in the process.
50. The last time a faculty member was promoted in my department, I had an important part in the decision.
51. I am given an opportunity to choose the courses that I teach each term.
52. I largely determine the number of hours that I teach each term.
53. My classes are visited by the dean, department chairman, or a senior faculty member each semester.
54. I am encouraged by the department and the university to attend professional meetings.

Internal analysis of the instrument showed that the last three items were poorly related to the rest of the scale (See Appendix, table A-3.1). Thus, we used five items (47 - 51 inclusive) in the validation analysis made in study 004. To validate the scale we computed the mean respondent autonomy rating for each department. The Spearman rank order correlation of this respondent rating and the objective rating of departments on the autonomy scale was 0.61. There is thus a relationship between the two measures, although it is weak.

Subjective Evaluation of Departments.

People respond to the way they perceive reality, but perception does not always coincide with that reality. Many departments in universities are undergoing basic structural changes and so it is likely that faculty members' perceptions, even if reality oriented, may reflect conditions as they existed in the past, rather than the conditions described by our auxiliary observers.

A department evaluation scale, oriented to the faculty members' perceptions of the department as a good or a poor place for a professional to work, was developed in a pilot study. We hoped in this scale to combine the dimensions of autonomy and the use of professional criteria in a single response.

The items in this scale are:

7. Relative to other departments at this university, my department encourages professional interests.
11. Relative to other departments at this university, my department supports scholarly and/or scientific work.
19. Relative to other departments at this university, my department provides a good professional atmosphere.
31. In comparison with other departments at this university, my department rates high in respecting the interests of the faculty.
33. Relative to other departments at this university, my department protects the autonomy of the teachers.
38. Relative to other departments in this university, my department does very well in providing the resources needed by faculty members.
39. Relative to other departments at this university, my department merits the description of "a community of scholars."

The analyses indicate that this is a fairly cohesive scale. In study 001 the Spearman rank order correlation of the mean of the respondent ratings of a department with the objective autonomy rating was 0.44, and for study 004 this correlation was 0.61. Thus, we have a rough index of the objective autonomy of the department.

Institutional Loyalty

"Loyalty" may be viewed as a sentiment or as an attitude. As a sentiment "loyalty" implies affection, love, or other positive feelings toward the object without regard to its value relative to other objects. In this sense sentiment is an abstract relation between an actor and an object. As an attitude, "loyalty" implies action in relation to the object in the context of other objects and their counter-claims and demands. "Faithfulness" given as a synonym for loyalty implies continuing action in conformity with the organization in the face of counter temptations.

Although some previous discussions of the relation of professionals to their work organizations have implied the sentiment conception of loyalty, most operational definitions have been focussed on the attitudinal conception - the attempt to measure the willing anticipation of continued participation in the organization. Thus, Scott uses two questions to define organizational loyalty, both of them concerned with the anticipation of leaving the agency; Gouldner used the question whether the person would leave his present college for a job at Harvard or Princeton along with other questions concerning conditions likely to engender loyalty.

In constructing a measure of loyalty we wished to have a scale of at least five items on the grounds that some redundancy would allow us to avoid the effects of random variations in the interpretation of any particular item; we wished to emphasize the attitudinal aspects of loyalty; and we wished to avoid as much as possible the necessity of assuming that conditions (such as having friends at the school) were related to loyalty.

Study 001 used a five-item loyalty scale composed of an item equivalent to Gouldner's "leave for Harvard or Princeton", one equivalent to Scott's "expect to leave agency within five years", and three others newly constructed. In study 001 the Scott item had significant correlations with each of the other items, and the highest item-with-scale correlation. The Gouldner item had insignificant correlations with two of the items and had the lowest correlation with the total scale.

We therefore eliminated the Gouldner item and added four new items to the pool for the pretest study. Analysis of this pool of items by correlation and factor analysis techniques (Appendix, table A-3.3) indicated that there were three major factors in the pool: I. Anticipation of leaving, II. Judgment of the university, and III. University as a place of work and professional association. Each item had at least a moderate contribution to each of the factors, consequently, in the interests of reducing the scale to five items, we chose those items which in combination gave the best representation of the several factors and of the total scale. The items used in the scale are:

17. By and large, I think that this university is a good place for a professional to work.
21. This university offers me the facilities I need to do what I like to do.
43. I will probably leave this university within two or three years.
44. I could do the work that I want to do anywhere else as easily and as well as I can do it here at this university.
46. I don't really care what happens to this university as long as I can find some place to do my work.

Professional Commitment

The concept of commitment to a profession is in many ways analogous to, if not isomorphic with, institutional loyalty. Thus, for arguments similar to those adduced for loyalty we conceive of professional commitment as the willing anticipation of continued practice in the profession.

In his study Gouldner used the achievement of the Ph.D. as one indicator of professional commitment. However, persons trained as professionals may lose their commitment: doctors may become real estate speculators, sociologists may become deans, and chemists may become entrepreneurs. For these reasons we avoided the use of degree holding or other past accomplishments in the discipline (such as publications) as indicators of present commitment.

Gouldner and Scott both use orientation toward "outside reference group" as an indicator of professional commitment, and Gouldner, as part of his commitment to skills measure, includes questions on desire to accomplish professional work. In building a scale of commitment we attempted to represent these indicators as well as more direct anticipation of or desire to continue in the profession.

Twelve potential items for the professional commitment scale were included in the pretest study. After correlation and factor analyses of the 003 data (see Appendix, table A-3.4) we selected six items for use in the final questionnaire. These items are:

2. I usually think of myself as one who practices within a discipline (i.e. as a historian, chemist, etc.) rather than as a teacher, academic administrator, or educator.
20. I would continue my activities within my discipline even if that discipline ceased to be important in universities.
26. I would not be as satisfied working in another discipline as I am in my present discipline.
29. I could continue the professional kinds of activities I enjoy even if I were in another field or occupation.
32. My basic capabilities and intellectual skills are most appropriate for my discipline.
45. I am more pleased with the recognition paid me by my disciplinary colleagues than by those outside my discipline.

Independence of Institutional Loyalty and Professional Commitment

Since institutional loyalty and professional commitment are conceived to be independent variables and because they are crucial to the tests to be made it is important to know whether the items in the scales have significant cross-scale correlations. To make this test we combined all of the institutional loyalty and professional commitment items into a single pool of twenty items amd made a factor analysis of this pool of items. This analysis gave us seven factors, the first two were loyalty and commitment. The items most heavily loaded on factor I included the eight loyalty items and one professional commitment item, those most heavily loaded on factor II included the twelve commitment items and none of the loyalty items. All loyalty items had negative loadings on factor II. In study 004, with a pool of eleven items we obtain very similar results (See Appendix, table A-3.5).

From this we conclude that the loyalty and commitment items were indexes to essentially different dimensions.

Background Characteristics

In order to describe the population studied, to exercise controls over the effect of background characteristics, and to determine the degree of professional training and competence of the respondents we asked thirteen background questions: academic rank, length of service on that faculty, highest degree, year received doctorate, age, sex, name of department, membership in professional associations, attendance at meetings of professional associations, number of professional journals read, the number of books, articles in major journals and other publications.

Procedures:

Sample. Our attempt was to secure responses from all faculty members in the traditional liberal arts disciplines at each school and from other fields where this could be done without significant increases in costs.

Questionnaire distribution. In order to reduce costs we sought campus addressing and mail distribution service at each school. We secured the very helpful cooperation of university officials and mail room personnel for this. However, there are three important costs to such a procedure:

(1) We had to use available mailing listings which meant that the original mailing often included "ineligible" respondents (departmental secretaries and other non-teaching personnel), unavailable respondents (those on leave), and part time graduate-student instructors. We thus have poor data for determining return rates.

(2) It is probable that on-campus mailing received less attention than if regular postage had been used.*

(3) The use of a campus office as an "accommodation address" for returns exacerbated the suspicion and fear of some respondents even though there was no identification of the person on the questionnaire.

Follow Up. Each questionnaire packet included a stamped addressed "signature card" reading:

> Because we wish all replies to be anonymous, we ask you not to sign the questionnaire. In order to conduct a follow-up mailing, however, we need to know who has returned a questionnaire and who has not. Would you therefore please sign this card and drop it in the mail? Again, thank you for your help.
>
> I have completed and returned the questionnaire.

---

*Champion and Sear report a significant difference in return rate between "bulk" and regular postage mailing. Dean J. Champion and Alan M. Sear, "Questionnaire Response Rate: A Methodological Analysis," Social Forces, 47(March 1969): 335-339.

Signed______________________________

Department__________________________

P.S. If you would like a report of the study please indicate so here.

Approximately 10 days after the first questionnaire distribution a post card was sent to each person who had not returned a signature card requesting their cooperation in completing the questionnaire.

About ten days after the post card follow up we sent, by regular mail, a second questionnaire with a stamped reply envelope to all nonreplies in certain departments at site 004. This second follow up was not made at 006 because of the end of the semester. We did not have sufficient funds to send to all so we followed up those departments with return rates between 30 and 50%. Since some of our basic analyses were to be by disciplines we wanted a useful return, above 50%, from as many departments as possible, but we judged that where the department was below 30% on the first mailing we had little chance of bringing the returns to 50%.

Protection of Informants. We took a number of steps to protect informants. The questionnaires do not ask for name and no concealed identification was attempted. For certain cases the unique background characteristic would identify an informant to a person who knew the particular campus and department. However, we asked that the return envelope be kept for us unopened at the accommodation address and as far as we could determine there was only one violation of this - resulting from an accidental inclusion with other mail. Only the research staff has access to the returns after we receive them.

Editing, Coding and Card Punching. A procedures guide was developed for the processing of the questionnaire data. Each of the major steps was kept separate so that, for example, the coders did not have to make editing decisions, etc. The attempt here was to reduce to a minimum the errors introduced at each step.

Machine Analysis. All data sorting, scale score computation, and statistical measures were handled on the university computer except for a few small sorts and simple statistics accomplished through a counter-sorter and electric calculators in the research office.

(no p.28)

IV. FINDINGS I: LOYALTY AND PROFESSIONAL COMMITMENT

We have noted the widespread assumption by those using the local-cosmopolitan typology, that professional commitment and institutional loyalty are inversely correlated. In Chapter I we developed the argument and the evidence from other studies that when such a correlation is found it is a function of particular conditions, rather than an intrinsic and universal relation between these two phenomena.

We therefore concluded, as a hypothesis to be tested, that loyalty and professional commitment would vary independently of each other when data from a variety of organizations and a variety of professional situations were involved. In this chapter we wish to examine the data from our studies which can test this hypothesis. In addition we will present related data useful in later analyses.

The Relation Between Loyalty and Commitment by School

Figure 4.1 shows the array of loyalty scores by commitment scores for studies 004 and 006. At none of the schools is there a significant relation between these two variables. The coefficients of correlation are 0.09 and 0.05 respectively. For the grouped data (high, medium, and low scores) the measure of association (gamma) is 0.14, 0.09, and 0.08 at 003, 004 and 006 respectively.

We therefore conclude that there is no general association between loyalty and commitment for faculty at these schools.

The Relation Between Loyalty and Commitment by Discipline

If we shift from the employing organization as the unit of analysis and look instead at disciplines as the unit we can combine all respondents who are in the same discipline at whatever site they are employed. This analysis would be sounder if we had a sampling of those within a discipline from a number of schools, but we can at least see whether these data are suggestive. For this analysis we chose those disciplines for which we had more than twenty persons in the two schools in order to have a minimal base for computing correlations. (We omitted study site 003 from this analysis for reasons of convenience.)

Table 4.2 shows the distribution of professional commitment scores by loyalty scores for chemistry, economics, English, and mathematics along with the Chi-square and gamma values for six other professional groups. These data indicate, as predicted, that the relationship between institutional loyalty and professional commitment varies by discipline. Unfortunately, these values are not very reliable since in a number of instances the cell frequencies and the predicted cell frequencies approach zero.

FIGURE 4.1

ARRAY OF LOYALTY SCORES BY COMMITMENT SCORES FOR STUDIES 004 AND 006

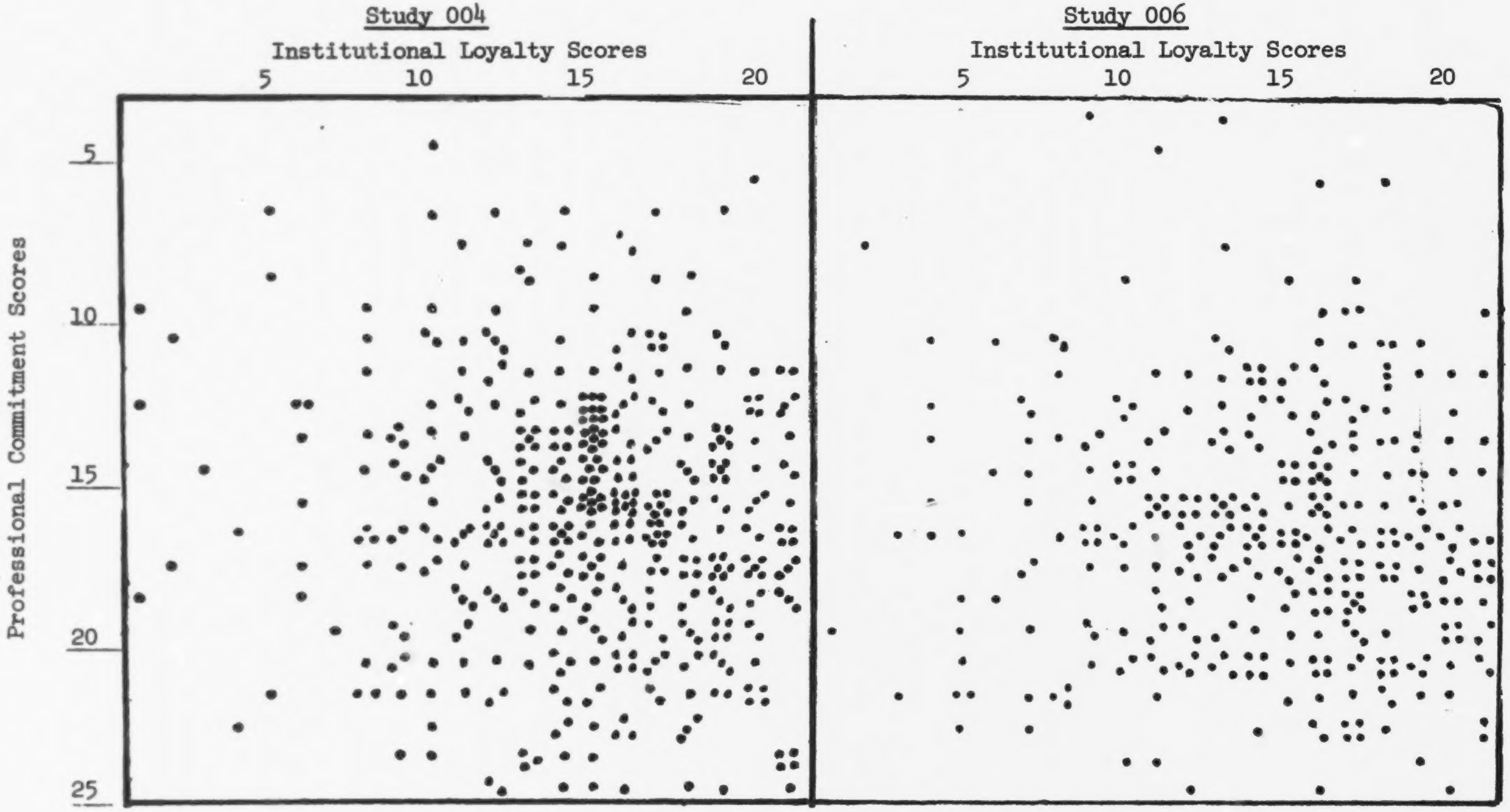


TABLE 4.2

INSTITUTIONAL LOYALTY BY PROFESSIONAL COMMITMENT BY SELECTED DISCIPLINES

Professional Commitment	Institutional Loyalty			Institutional Loyalty		
	High	Med.	Low	High	Med.	Low
	CHEMISTRY			ECONOMICS		
High	7	1	2	7	3	2
Medium	11	9	2	9	2	0
Low	2	2	0	2	0	0
Chi-Square =	4.1008	p < .50		3.4108	p <.50	
Gamma =	.1386			-.6363		
	ENGLISH			MATHEMATICS		
High	20	2	0	7	2	0
Medium	30	9	1	7	4	0
Low	6	4	0	2	1	2
Chi-Square =	5.005	p <.30		9.2134	p <.10	
Gamma =	.4944			.5185		

SUMMARY VALUES FOR OTHER DISCIPLINES

Discipline	N	Chi-Square	p	Gamma
History	24	nil	.99	.0810
Political Science	23	9.3453	.10	.3658
Psychology	24	2.4664	.80	-.2608
Physics	23	nil	.99	-.0789
Romance Languages	30	nil	.99	.0920
Sociology	27	nil	.99	.0708

These very tentative findings that the relation between loyalty and commitment vary by discipline suggest that disciplines have differential tolerance for heteronomous control. If we assume that in very broad terms the amount of control that the several disciplines are subjected to in these two schools is about the same, then we can account for these variations between disciplines by the hypothesis that people in certain disciplines react more strongly and negatively to institutional sources of control. Thus, from these data we would say that psychologists and economists react to the given level of institutional control by thinking about going elsewhere, while the English, mathematics and political science faculties accept this control as part of the given nature of the world in which they work.

Tentatively, we could hypothesize that this tolerance for heteronomous control would vary by the strength of the professional establishment. Where there is a strong professional establishment, providing employment opportunities for the members and continually affirming the importance of professional judgment, then we would expect a low level of acceptance of institutional control. The test of this hypothesis must await further data.

The Distribution of Loyalty Scores by School

Figure 4.12 shows that there is a very similar distribution of loyalty scores at the three study sites. The greatest differences between the schools lies in the percent of persons with high loyalty, 37.3, 46.2, and 47.3 at sites 003, 004, and 006 respectively.

A word of caution is necessary here. Since the study populations were not selected to be representative of the total schools we can not use inter-school comparisons with any assurance. Although we have more than a fifty percent sample of the arts and sciences faculties at each school, there are departments and colleges which we did not sample at all. Furthermore, we do not know what sort of loyalty bias may be introduced by those who did not return the questionnaires.

One reason for the similarity in the distribution of loyalty scores at each school may be that under conditions of an open market for professionals, those with low loyalty may tend to move to schools more suitable to their professional needs. Those with low loyalty who remain would then be the "trapped" who for personal reasons or lack of professional skill are unable to translate their low loyalty into actual mobility. Since such factors might be equally distributed among all professional persons the result would be similar distributions of loyalty at each school.

Thus, again, our data open up further questions for examination in later research.

The Distribution of Commitment Scores by School

Surprisingly, knowing the differences between the several schools in their reputation and general attractiveness for professionals, we find a very similar distribution of commitment scores at each.

FIGURE 4.12

DISTRIBUTION OF LOYALTY SCORES (IN PERCENT) BY STUDY

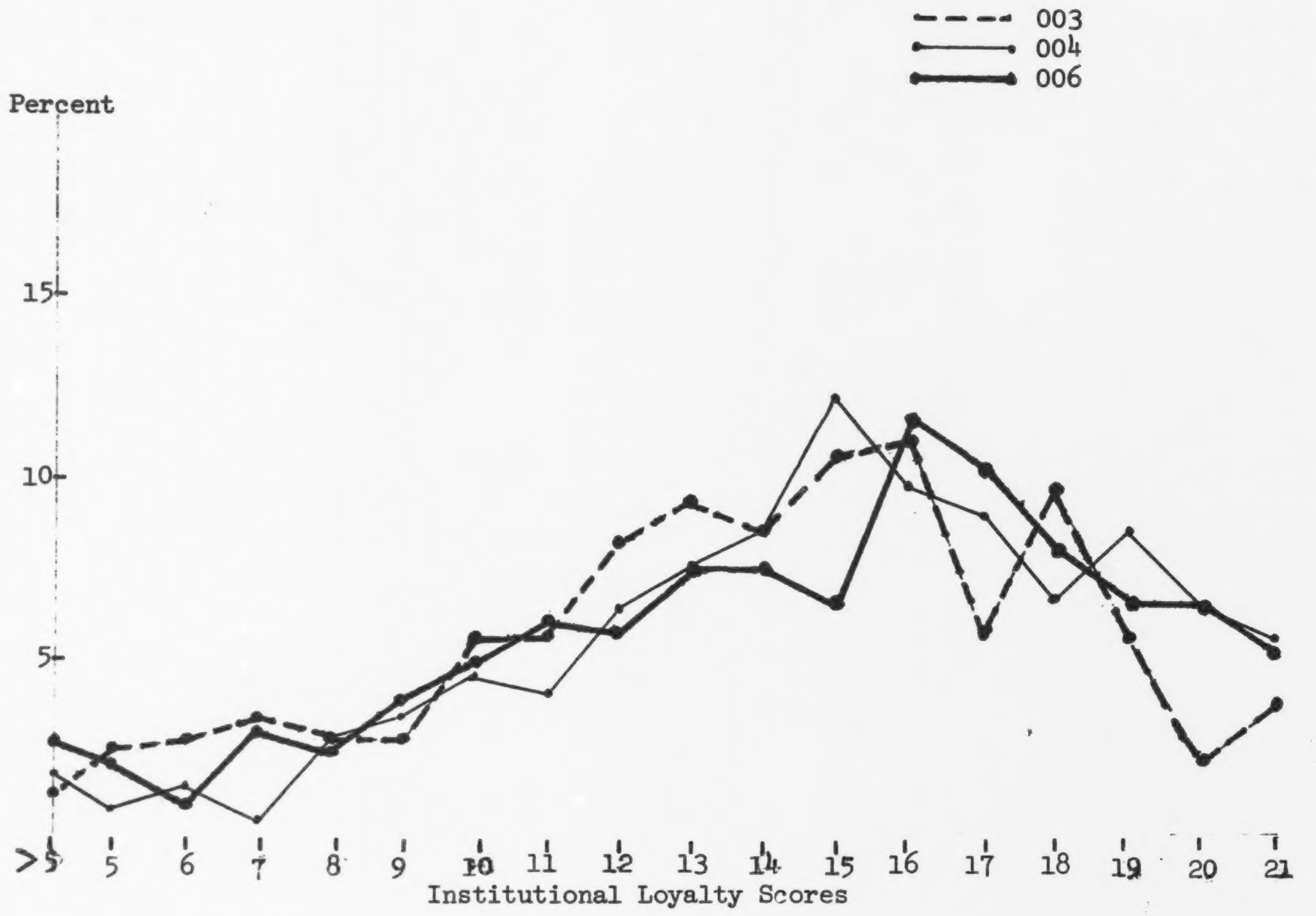


Figure 4.13 presents these data. There are, however, greater differences between the schools than were found in the loyalty distributions; differences which are in the direction predicted from knowing the character of the schools. Thus, in study 003 17.2% of the population showed low professional commitment while only 13.8% and 12.8% in 004 and 006 showed low commitment.

One probable explanation for this similarity may be found in the measurement instrument itself. Several of the items provided very weak differentiation and furthermore there were several factors being measured. Consequently it may be that the instrument may tend to produce middle range scores. On the other hand, these schools may not be as different as their reputations would lead us to believe, or perhaps, the major differences, on which university reputations are built, may lie in a relatively few departments or disciplines.

Summary

The finding that institutional loyalty and professional commitment are unrelated when we have populations from several disciplines supports Glaser's conclusion that these are two independent dimensions (Glaser, 1964, pp. 26-27).* There are several possibilities which would account for the different results obtained by Scott (1961) and by Gouldner (1957): (1) differences in methods, (2) differences in populations, and (3) differences in other variables involved in the situation of professionals in organizations.

(1) No two studies have used identical instruments for the measurement of loyalty and of commitment. However, there is enough similarity in the instruments that it is not likely that such differences could account for such radical differences in results.

(2) No two of the studies have dealt with like populations except for Gouldner's work and the present studies. Blau and Scott (1961, p. 66) suggested that differences between nurses and other professionals would account for the results which Bennis obtained. The data presented above on the differences between different kinds of academic professionals would support this explanation. Further research on such inter-professional differences is necessary in order to resolve the different results obtained by different studies.

(3) Finally, each study involved somewhat different conditions in the professional-in-organization situation. If the differences in results are not accounted for by methods or differences in populations then we must find the explanation in these variant conditions. It is at this point that Glaser's judgment (1964) and Hall's suggestion (1968) are pertinent.# That is, the nature of the relationship between loyalty and commitment may be a function of particular organizational conditions. In the next chapter we focus on this hypothesis by testing the consequences for levels of loyalty of different departmental characteristics.

---

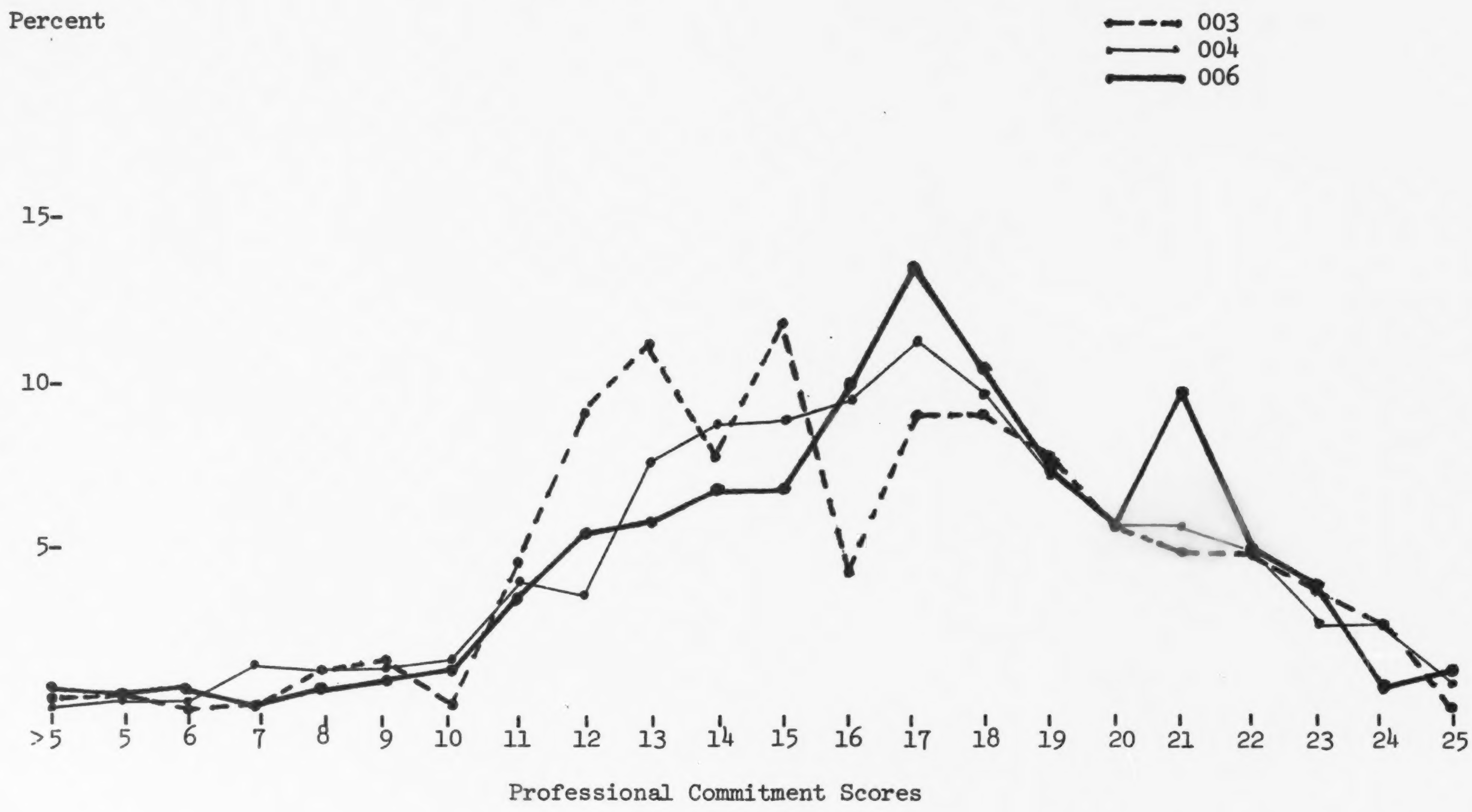
* References are to the bibliography found in Chapter I, pp 12-13, _supra._

# Cf. Chapter I, page 5.

39

FIGURE 4.13

DISTRIBUTION OF PROFESSIONAL COMMITMENT SCORES (IN PERCENT) BY STUDY



V. LOYALTY AND COMMITMENT AS FUNCTIONS OF DEPARTMENT CHARACTER

In Chapter IV we demonstrated that there is no general relationship between institutional loyalty and professional commitment in the three study populations. We have proposed that these and the quite different Scott, Gouldner, and Bennis findings could be accounted for by the hypothesis developed in Chapter I that the relationship between commitment and loyalty is a function of the character of the work organization.

In this Chapter we wish to test the general hypothesis that the nature of the relationship between loyalty and commitment depends upon the nature of the work organization and, more specifically, the hypothesis that loyalty and commitment will be positively related where departments are collegial in character and will be unrelated when the departments are administrative. The related hypothesis, stemming from the same general theoretical considerations, is that we shall find persons with high loyalty and high commitment (local professionals) more frequently in collegial departments than in administrative ones, and conversely, that we shall find more low loyal-high commitment persons (itinerants) and more high loyal-low commitment persons (local institutionals) in administrative departments than in collegial ones.

Before examining the data it will be useful to review our several measures of departmental character. The objective department rating of autonomy is the basic measure obtained through interviews with "auxiliary observers" in nineteen departments in study 004. The department classification is based on the objective autonomy score and the use of professional criteria. The respondent autonomy rating is an attempt to use questionnaire data as an index to the objective department rating when we have been unable to get the objective rating. To use this measure we shall take the mean of the respondent ratings for a given department. As we reported in Chapter III the Spearmen rank order correlation of the index to the objective rating was only 0.61 which indicates that we have a crude, though perhaps useful index.

We shall first examine the data on the relationship between loyalty and these several measures of departmental character. After this we shall present the data on the effect of departmental character on the loyalty-commitment relationship. Finally, we shall examine the effect of departmental character on the distribution of types of faculty orientation as defined by their loyalty and commitment scores.

Loyalty and Department Type

Tables 5.1.1 and 5.1.2 show the distribution of loyalty scores by departmental autonomy levels as measured by mean respondent rating for studies 004 and 006, and by objective measures for study 004. Table 5.1.3 shows the distribution of loyalty by departmental classification.

TABLE 5.1.1

DISTRIBUTION OF LOYALTY SCORES BY MEAN RESPONDENT AUTONOMY RATING

STUDIES 004 AND 006

Department Autonomy Rating	Study 004			
	Loyalty Scores			
	High	Med	Low	Total
High (4.0-6.0) (14 depts.)	93	70	10	173
Low (2.0-3.9) (6 depts.)	29	35	10	74
	122	105	20	247

Chi-Square = 7.2130 $p < .05$
Gamma = .2931

	Study 006			
	Loyalty Scores			
	High	Med	Low	Total
High (4.5-6.0) (10 depts.)	59	30	10	99
Low (2.0-4.4) (18 depts.)	95	96	26	217
	154	126	36	316

Chi-Square = 7.0123 $p < .05$
Gamma = .2526

TABLE 5.1.2

DISTRIBUTION OF LOYALTY SCORES BY OBJECTIVE AUTONOMY RATING

DEPARTMENT - 004

Objective Autonomy Scores	Loyalty Scores			
	High	Med	Low	Total
High (4.0-4.7)	12	10	0	22
Medium (2.6-3.5)	67	54	11	132
Low (1.5-2.5)	14	19	9	42
	93	83	20	196

Chi-Square = 10.3820 $p < .05$
Gamma = 0.3119

TABLE 5.1.3

DISTRIBUTION OF LOYALTY SCORES BY DEPARTMENT CLASSIFICATION - 004

Department Classification	Loyalty Scores			
	High	Med	Low	Total
Collegial	12	8	0	20
Professional-Administrative	54	40	8	102
Administrative	27	35	12	74
	93	83	20	196

Chi-Square = 9.0959 $p < .10$
Gamma = 0.3200

Each distribution shows a moderate relation between departmental character and loyalty, with the more objective measures of autonomy giving the higher Gamma values for the association. This relationship is sustained when we control by age and rank. (Appendix Table A-5.1.2)

Analysis of the original distributions indicate that the relationship would be much improved by the elimination of two or three departments. This suggests either that these departments (disciplines) have a significantly different tolerance for heteronomous control or that our measures of department characteristics are faulty in these cases.

An even stronger relationship was found in study 001 where the high loyal faculty were 62.6% of the collegial departments and only 38.7% of the administrative departments. This distribution was significant at the .001 level and produced a Q measure of association of 0.45. These differences in the proportion of loyal faculty members in the two types of departments were even stronger when age, rank, and length of service were controlled.

This evidence indicates strong support for the hypothesis that institutional loyalty is a function of the mode of departmental organization, and in particular, that high loyalty to the local institution is found where departments are autonomous and use professional criteria.

The Loyalty-Commitment Relationship as a Function of Department

In Chapter IV we found that there is no relationship between loyalty and commitment for the total population in each of the studies. The question here is whether a relationship is observed when we control by the type of department measured by autonomy and use of professional criteria.

When departments are classified by the mean respondent rating of autonomy we find some indications of a relationship between loyalty and commitment in the more autonomous departments, but not in the heteronomous ones (Table 5.2.1).

When we use the objective autonomy rating for classifying the departments we obtain even stronger indications of a relationship between loyalty and commitment in autonomous departments (Table 5.2.2), especially in study 006. In study 004 the results are somewhat ambiguous since the distributions for the mixed and heteronomous departments could occur by chance yet their Gamma values are similar to those for the autonomous departments.

Since we are using crude definitions of high and low loyalty and commitment, we shifted the cutting points downward one scale point to be more restrictive of low commitment and low loyalty. This gives us even better results (Table 5.2.4) with a Gamma of .4000 for collegial departments and .17 or less for the other departments with a high probability of chance occurrence for the non autonomous departments.

44

TABLE 5.2.1

RELATION BETWEEN LOYALTY AND COMMITMENT BY DEPARTMENT TYPE (MEAN RESPONDENT RATING)

Department Type	Study Number	
	004	006
High (autonomous)		
Chi-Square =	5.6474	8.3409
$p <$	.30	.10
Gamma =	.1764	.1925
Mixed		
Chi-Square =	0.4752	4.8475
$p <$	.98	.30
Gamma =	.2291	.0018
Low (heteronomous)		
Chi-Square =	2.1343	5.4810
$p <$	.80	.30
Gamma =	.1594	.0356

TABLE 5.2.2

RELATION BETWEEN LOYALTY AND COMMITMENT

BY OBJECTIVE AUTONOMY RATING - 004

Objective Autonomy Rating	Prof'l Commitment	Institutional Loyalty High	Institutional Loyalty Med	Institutional Loyalty Low	Total
High (4.0-4.7)	High	5	7	0	12
	Med & Low*	4	2	4	10
	Total	9	9	4	22

Chi-Square = 6.7629 p .05
Gamma = 0.3488

Objective Autonomy Rating	Prof'l Commitment	Institutional Loyalty High	Institutional Loyalty Med	Institutional Loyalty Low	Total
Medium (2.6-3.5)	High	24	35	8	67
	Med	17	30	7	54
	Low	4	4	3	11
	Total	45	69	18	132

Chi-Square = 2.4863 $p < .70$
Gamma = 0.0890

Objective Autonomy Rating	Prof'l Commitment	Institutional Loyalty High	Institutional Loyalty Med	Institutional Loyalty Low	Total
Low (1.5-2.5)	High	8	5	1	14
	Med	9	9	1	19
	Low	2	5	2	9
	Total	19	19	4	42

Chi-Square = 3.9918 $p < .50$
Gamma = 0.3768

---

* Combined because there are no cases of low commitment.

TABLE 5.2.3

RELATION BETWEEN LOYALTY AND COMMITMENT

BY DEPARTMENT CLASSIFICATION - 004

Department Classification	Prof'l Commitment	Institutional Loyalty			
		High	Med	Low	Total
Collegial	High	5	7	0	12
	Med & Low*	3	1	4	8
	Total	8	8	4	20
	Chi-Square = 6.1416 p<.05 Gamma = 0.4324				
Professionalized Administrative	High	20	27	7	54
	Med	13	22	5	40
	Low	3	4	1	8
	Total	36	53	13	102
	Chi-Square = 6.5514 p <.20 Gamma = 0.0361				
Administrative	High	12	13	2	27
	Med	14	18	3	35
	Low	3	5	4	12
	Total	29	36	9	74
	Chi-Square = 6.2848 p<.20 Gamma = 0.2626				

---

*Combined because no cases of low commitment

TABLE 5.2.4

RELATION BETWEEN LOYALTY AND COMMITMENT (REVISED CRITERIA) BY OBJECTIVE DEPARTMENT CLASSIFICATION - STUDY 004

Department Classification	Prof'l Commitment	Instutitional Loyalty High	Med	Low	Total
Collegial	High	3	7	0	10
	Med & Low*	3	3	4	10
	Total	6	10	4	20
	Chi-Square = 5.600 p < .10 Gamma = .4000				
Professionalized Administrative	High	14	22	10	46
	Med	8	27	11	46
	Low	3	5	2	10
	Total	26	54	23	102
	Chi-Square = 2.3157 p <.70 Gamma = .0990				
Administrative	High	8	12	2	22
	Med	13	17	6	36
	Low	5	7	5	17
	Total	26	36	13	75
	Chi-Square = 2.8431 p <.70 Gamma = .1765				

---

*Combined because no cases in low commitment row.

These results are much more clearly supportive of the hypothesis with a significant relationship between loyalty and commitment shown by the collegial departments and no significant relationship shown by the others.

There are three major problems in these tests of the hypothesis. The first is methodological. This was the first major attempt at developing an objective measure of departmental character and there are several problems in the scales. Consequently, it may be that we have only very crude and poorly discriminating measures of departmental character.

The second problem derives from the theory and is one of study design. We have proposed that disciplines differ in their tolerance for institutional control. Therefore, to make an adequate test of the hypothesis we should have some way of controlling for inter-disciplinary differences. No such control was possible in this study and consequently these disciplinary differences may tend to obscure the effect of departmental character.

Finally, because of the relatively small number of cases our cutting points for high and low loyalty and commitment had to be more inclusive than we wished. More restrictive definitions of high and low would provide a better test of the theory.

Faculty Orientations by Department Character

A question closely related to the concern of the previous section is identified by the hypothesis that the character of the department tends to select or to develop faculty members with different orientations as defined by level of loyalty and level of commitment. In Chapter I, page 5, we identified the major types as "local professionals" (high commitment and high loyalty), "itinerants" (high commitment and low loyalty), "local institutionals" (low commitment and high loyalty), and the "alienated" (low commitment and low loyalty), The argument led to the hypotheses that we would find a higher proportion of local professionals in collegial departments than in administrative ones and a higher proportion of both itinerants and local institutionals in the administrative departments.

Table 5.3.1 shows the distribution of faculty by type of orientation by type of department as measured by the mean respondent rating. In each study, the autonomous departments have a higher percentage of local professional faculty than do the mixed and heteronomous departments. The results for the itinerants and local institutionals are not so clear cut though still consistent with the hypothesis.

When we use the objective classification of departments available from study 004 (Table 5.3.3) we find higher proportion of local professionals and a lower proportion of itinerants and of alienated in collegial departments than in either the professionalized administrative departments or in the pure administrative departments. Only sixteen departments were classified by this procedure, of which only two were clearly collegial in character. As a result these must be considered very tentative findings. However, they are consistent with the other data.

TABLE 5.3.1

DISTRIBUTION OF FACULTY (IN PERCENT) BY TYPE OF ORIENTATION BY MEAN RESPONDENT AUTONOMY RATING OF DEPARTMENT

STUDY 004 AND 006

Key:

		P.C.		
		H	M	L
	H	9	8	7
I.L.	M	6	5	4
	L	3	2	1

9 = Local Professionals
7 = Local Institutionals
3 = Itinerants
1 = Alienated

Autonomy Rating	Study 004				Study 006			
High	18.5	18.5	3.7	40.7	34.3	20.0	5.7	60.0
	22.2	18.5	14.8	55.6	11.4	17.1	2.9	31.4
	3.7	0.0	0.0	3.7	0.0	0.0	8.6	8.6
	44.4	37.0	18.5	100	45.7	37.1	17.1	100
	(5 departments)			(N=27)	(5 departments)			(N=35)
Medium	12.2	26.5	6.8	45.6	17.7	23.8	5.4	46.9
	10.9	24.5	9.5	44.9	10.9	27.2	3.4	41.5
	3.4	4.1	2.0	9.5	5.4	5.4	0.7	11.6
	26.5	55.1	18.4	100	34.0	56.5	9.5	100
	(9 departments)			(N=147)	(11 departments)			(N=147)
Low	12.2	13.5	5.4	31.1	18.7	20.9	8.2	47.8
	8.1	31.1	12.2	51.4	9.7	22.4	8.2	40.3
	4.1	8.1	5.4	17.6	6.0	5.2	0.7	11.9
	24.3	52.7	23.0	100	34.3	48.5	17.2	100
	(6 departments)			(N=74)	(12 departments)			(N=134)

TABLE 5.3.3

DISTRIBUTION OF FACULTY (IN PERCENT) BY TYPE OF ORIENTATION BY TYPE OF DEPARTMENT (OBJECTIVE CLASSIFICATION).

STUDY 004

Key:

		P.C.		
		H	L	M
I.L.	H	9	8	7
	M	6	5	4
	L	3	2	1

9 = Local Professionals
7 = Local Institutionals
3 = Itinerants
1 = Alienated

Type of Department				
Collegial (2 departments)	15.0	35.0	0.0	50.0
	15.0	15.0	20.0	50.0
	0.0	0.0	0.0	0.0
	30.0	50.0	20.0	100 (N=20)
Professionalized Administrative (7 departments)	12.6	23.2	10.5	46.3
	8.4	25.3	10.5	44.2
	3.5	4.2	2.1	9.5
	24.2	52.7	23.2	100 (N=95)
Administrative (7 departments)	10.6	16.0	2.7	29.3
	17.3	22.6	8.0	48.0
	6.7	10.7	5.3	22.6
	34.6	49.3	16.0	100 (N=75)

Summary

The data presented in this chapter demonstrates (1) that institutional loyalty is a function of departmental character, in particular, that for professional persons high institutional loyalty is associated with departmental autonomy and the use of professional criteria for the evaluation of faculty members.

Secondly, our data indicate support of, but do not fully confirm, the hypothesis that the relationship between loyalty and commitment is a function of the character of the work organization. Furthermore, instead of an inverse relationship between loyalty and commitment found by Gouldner and by Scott, we find either no relationship or a positive relationship depending upon the type of department. The finding of a positive relationship is consonant with the findings of the Bennis *et al* studies and with Glaser's conclusions.

Finally, our data show, as predicted, that there is a higher proportion of local professional and a lower proportion of local institutional and itinerant faculty members in autonomous and collegial departments than in heteronomous or administrative departments.

These three findings give a strong confirmation of the theory of professionals in organizations defined in Chapter I for they support the general hypothesis that the mode of departmental organization has important consequences for the level of professional commitment and the level of loyalty found among the members of those departments.

Although a generally low level of association was found among these variables, we believe these low levels to be a function of (1) the crudeness of the measures of department character, (2) the gross differentiations used because of the small populations, and (3) our inability to control for variations among disciplines.

PART C - ORIENTATIONS AND ROLE PERFORMANCE PREFERENCES

VI. DATA COLLECTION INSTRUMENTS

The second stage of the research focuses upon the consequences of variations in faculty orientation for role performances - hypothesis IV. To test this hypothesis we need data to identify orientation - measures (a) of institutional loyalty and (b) of professional commitment both of which are described in Chapter III; and (c) measures of the several dimensions of role performance.

Three aspects of role performance are of particular interest:

(a) Activity Emphasis. A variety of activities are legitimately a part of the work of faculty members - teaching, research and scholarship, institutional service (e.g. university committes), etc. We expect that the relative amount of time allocated to each of these activities will vary systematically by faculty orientation.

(b) Mode of Relationships. All faculty members carry on continuing relationships with students and with colleagues, but the character and mode of these relationships vary from professor to professor. We expect that because of career concerns the itinerant professional will be more instrumental in his relationships with others, using them as resources to be exploited in getting his work done. On the other hand, the local professional, less immediately concerned with career management, will be more responsive to professional and institutional norms and values and will therefore carry on relationships with others that are more frequently supportive and cooperative in mode.

(c) Value Orientation of Activities - Goal Criteria. Activities are not randomly put together, but are selected and organized into programs of activity* of larger or smaller scope with consequences of the entire program anticipated by the program structure. These consequences are the value criteria by which the success or failure of the program is evaluated. For faculties in universities there are three major sources of the programming of activities: (1) the profession and the training of the professional, (2) the institution and its authority system, and (3) the person and his career perspectives. At the simplest level we expect a systematic difference between the itinerant professional and others in terms of career perspective values of activities.

The direct observation of role performance would be an exceptionally costly and time consuming task beyond the limits available in the present project. Furthermore, to justify the funds and effort required we should have some preliminary indications of the validity of the hypotheses. One approach to the problem is to assume that under certain conditions the things people do are related to their expressed attitudes There has been a lengthy and voluminous debate on this issue which we cannot resolve here, but we can at least determine whether the *preferences* faculty members express with respect to role performances have the relationships predicted for the actual role performances.

---

* cf. Warriner, The Emergence of Society. Homewood; Dorsey Press, 1970.

We therefore constructed a series of items for these three *role performance preference* (RPP) dimensions. In addition we constructed an instrument for measuring role title preferences. These several instruments are described in the rest of this chapter.

Activity Emphasis (RPP-A)

This instrument attempts to determine the extent to which faculty members emphasize one or another of the following activities: teaching, research and publication (scholarship), institutional service, professional society service, and community service related to professional skills. We constructed a statement representing each of these areas and paired each with each of the others giving us ten pairs of items. For each pair, the respondent was asked to identify which activity he would choose if he did not have time to do both. These items are:

> "Teaching an extra course needed by a group of majors."
> "Completing a major scholarly paper for publication."
> "Chairing an important university committee."
> "Serving as an associate editor of a major journal, or on an important committee of my national professional society."
> "Serving as an unpaid consultant or advisor to a local community body that specifically needs help on an important problem related to my specific field."

In constructing these items we attempted to make them equally significant and relevant in their own contexts and as far as possible to have them represent equal time commitments. We also wished to keep the statements at about the same length, but this was not possible while achieving statements of equal importance. We also wished to have statements which would be equally attractive in terms of the competence level assumed for all professionalized faculty members.

This instrument was used in the pretest questionnaire and an analysis of the logical consistency of the responses was made using Edward's procedure.[*] If an informant chooses A over B and B over C, then he would logically choose A over C. If, however, he chooses C over A we have a circular triad. The number of such cases for a respondent provides a measure of inconsistency. Presumably high rates of inconsistency for a population would indicate ambiguity problems with the scale items. For study 003 the mean coefficient of consistency was 0.910 with more than two-thirds of the population showing no cases of circular triads (See Table 6.1). This suggests that the items are unambiguous.

---

[*] Allen L. Edwards, *Technique of Attitude Scale Construction*. New York Appleton-Century-Crofts, 1957, p. 66ff.

TABLE 6.1

CONSISTENCY RATES FOR ACTIVITY CHOICES (RPP-A)

STUDY 003

Number of Circular Triads	Coefficient of Consistency	Number of Respondents	Percent of Respondents
0	1.0	154	69.4
1	0.8	43	19.4
2	0.6	19	8.6
3	0.4	5	2.3
4	0.2	1	0.5
5	0.0	0	0.0

Mode of Relationship (RPP-B)

This instrument was designed to measure the extent to which faculty members' preferences sustain supportive and cooperative versus instrumental and exploitive relationships with students and colleagues. Twelve items were constructed for this purpose and used in study 003. Two more items were added for the later studies in an attempt to improve the precision of the instrument. For each of these items the respondent was asked to indicate the level of his agreement-disagreement with the statement on a five-point scale.

Factor analyses of the data from study 003 (Appendix Table A-6.3) produced five factors. The last of these came from three items, two of which had no significant loading on any of the other factors, and the second came from three items not significantly loaded on the first factor.

Factor analyses of the data from study 004 and 006 showed similar results and indicated that neither of the new items would appreciably improve the scale. Therefore, for the tests of the hypotheses we used the seven items isolated in Study 003, summing their scores to give a cooperative-exploitive scale score.

These items are:

5. I have made it a practice to consult my colleagues about technical problems in my work in which they have a special expertise and I expect to do the same for them.
12. A student's own personal problems are really not the concern of the faculty or his academic advisor.
18. My departmental colleagues are generally very helpful in my research.
28. Research programs should be flexible enough to permit one's research assistants to follow up their own interests.
34. I make it a practice to have the manuscripts I propose to publish

read critically by a colleague before submitting them.
35. I prefer to do research with others interested in the same problem than by myself.
40. The professor should be available to meet the needs of the student.
(Number 12 is scored reversed.)

Value Justification of Activities (RPP-C)

This instrument attempts to measure the extent to which the faculty member justifies his program of activities in terms of personal career interests or in terms of social goals whether institutional or professional in origin. Six items were constructed for this purpose. The respondent was then asked to indicate the level of his agreement or disagreement with the statement on a five point scale.

Factor analyses of the responses to these items from each of the three studies (Appendix Table A-6.4) indicated one fairly stable factor consisting of four items which appears to be a self-interest factor. The analyses indicate that other dimensions important to our concerns are included in the total pool of items, but further work will be needed to isolate the items which most clearly identify these dimensions.

The items included in the self-interest scale are:

6. It is foolish to undertake research that cannot result in immediate publication.
24. A scholar's first responsibility is to further his own career.
37. Teaching is what scholars do to earn their keep.
42. Membership on university committees is primarily important for keeping in good standing with those who evaluate one's position.

It is interesting to note that item 37 engendered more marginal comments and other reactions than any other single item in the questionnaire. Some respondents felt that it was insulting to include the item, that it revealed the investigator's "biases", and that it was a foolish question because it was meaningless. Many of these responses came from site 004 and as a glance at Table A-6.4 shows this item was not loaded on the major factor at that school. For these reasons we should probably have excluded the item from the scale.

Role Identification (RPP-D)

The programs of activity which people follow are often roles identified with particular positions in organizations. Faculty members in universities often have multiple and over-lapping positional identifications and role programs connected with these. It seemed that we might obtain some expression of their programs if we asked them to rank various positional titles in the order of their preference as self-identifications. One difficulty with this procedure is, of course, that titles also carry connotations of prestige and denigration, and the choice of title may thus reflect evaluation of title rather than the choice of role programs which go with the title.

The statement and the question to the respondent were:

"The following six phrases are role titles often used by people in the academic world. Our interest is with your preferences among these titles. Please indicate the order of your preference by placing a number from 1 to 6 in the appropriate box beside each title."

The titles were then listed in this order:

student advisor
scholar
teacher
academic administrator
university employee
scientist/researcher.

The item "university employee" was included primarily to give the respondents an easy last choice.

VII. FACULTY ORIENTATIONS AND ROLE PERFORMANCE PREFERENCES

Institutional loyalty and professional commitment are of major importance if they are related to the kinds of things faculty members do and the way that they do those things. In this chapter we wish to examine the data from two studies which have to do with the several dimensions of role performance. In particular, we wish to see if role performance preferences are related to the major types of faculty orientations as these are defined by levels of commitment and loyalty.

Since most faculty members fall in the middle loyalty and commitment ranges we shall be dealing with quite small populations in each study. This sharply reduces the reliability of our findings. Table 7.1 shows the population sizes for each major type of orientation for each study.

Activity Choices (RPP-A)

This role performance preference instrument (RPP-A) asked respondents to select the activity in each of ten pairs which they would choose to do if they did not have time for both activities. Five different activities were described: teaching, scholarship, university service, community service, and professional society service.

The data on activity choices by orientation groups will be presented in three ways: (1) the activity choice frequency as a percent of the times possible (4 x N),(Figures 7.2.11 and 7.2.21); (2) as the difference between the percentage for the orientation group and that for the total population (Figures 7.2.12 and 7.2.22); and (3) as a psychological distance scale value (Table 7.2.03 and Figures 7.2.13 and 7.2.23). This scale value, based on Thurstone's conception of psychological discrimination, reflects the average relative frequency with which each choice is made over others transformed into a probability value.* (The basic data are presented in Appendix Table A-7.2).

These data show important and significant differences between the several orientation groups at each school. In most cases these differences are in the same direction and of the same order in each school, but there are also some variations which suggest differences in the character of the goals and practices at each school.

For all groups, except the itinerants teaching is clearly the preferred activity at both schools (at 006 the alienated also give a slight preference to scholarship over teaching but the difference is not significant); and at both schools university service is the least frequent choice for all groups except the local institutionals. However, there are important differences in the relative importance of teaching.

---

*Edwards, Allen L. Technique of Attitude Scale Construction. New York: Appleton-Century Crofts, 1957, pp. 29 ff.

2

TABLE 7.1

DISTRIBUTION OF STUDY POPULATIONS BY ORIENTATION GROUP

Orientation Group	Loy.*	Com.*	Study 004		Study 006	
			N	%	N	%
Local professional	H	H	38	9.1	36	10.7
Local Institutional	H	L	29	6.9	20	6.0
Itinerant	L	H	13	3.1	17	5.1
Alienated	L	L	10	2.4	10	3.0
All others	-	-	330	78.6	253	75.3
Totals			420	100.0	336	100.0

* Institutional Loyalty and Professional Commitment categories, H = high, L = low.

FIGURE 7.2.11

ACTIVITY CHOICES AS PERCENT OF POSSIBLE BY ORIENTATION GROUPS - 004

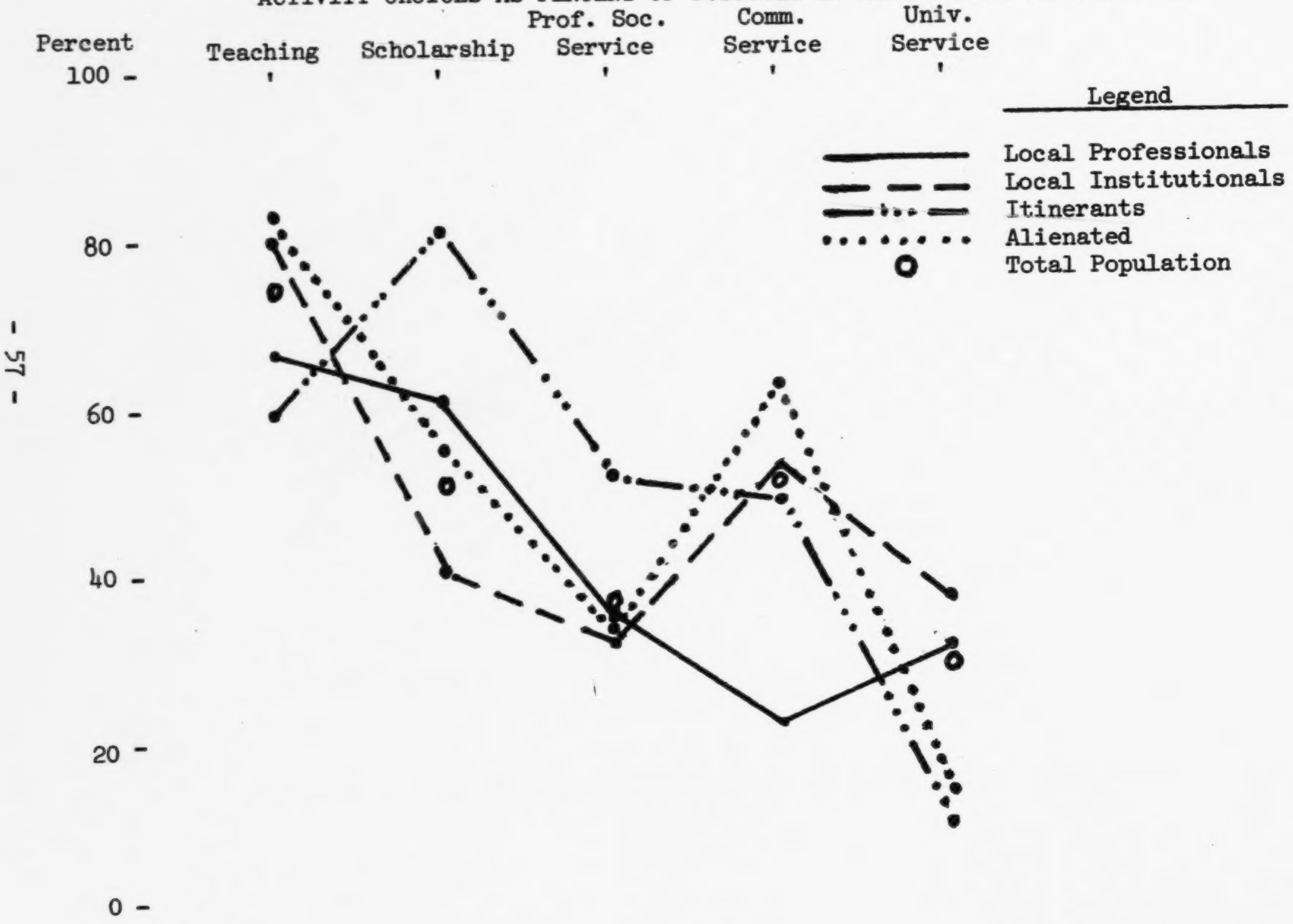


FIGURE 7.2.21

ACTIVITY CHOICES AS PERCENT OF POSSIBLE BY ORIENTATION GROUPS - 006

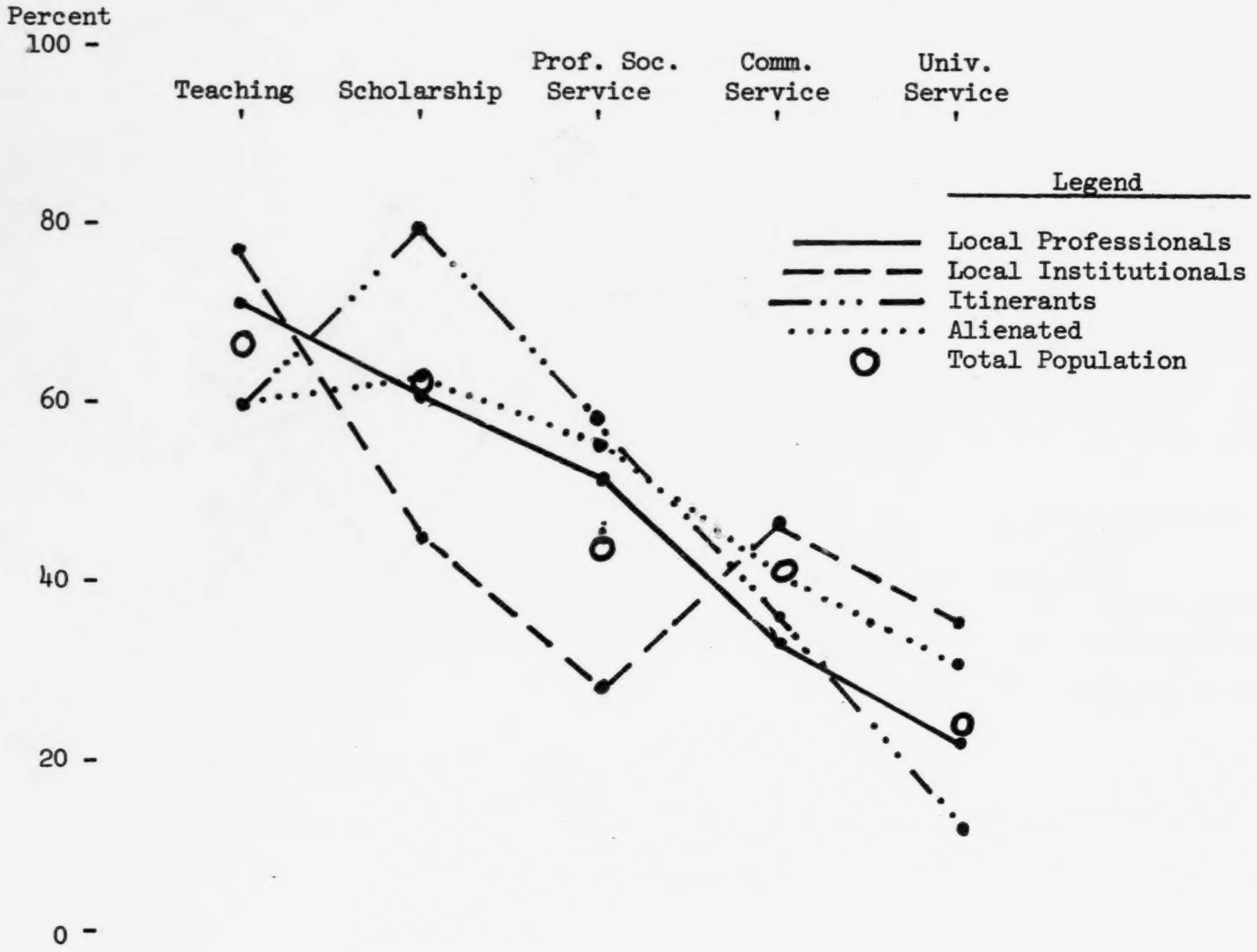


FIGURE 7.2.12 ACTIVITY CHOICES BY ORIENTATION GROUPS

AS DIFFERENCE FROM TOTAL POPULATION IN PERCENT OF POSSIBLE - 004

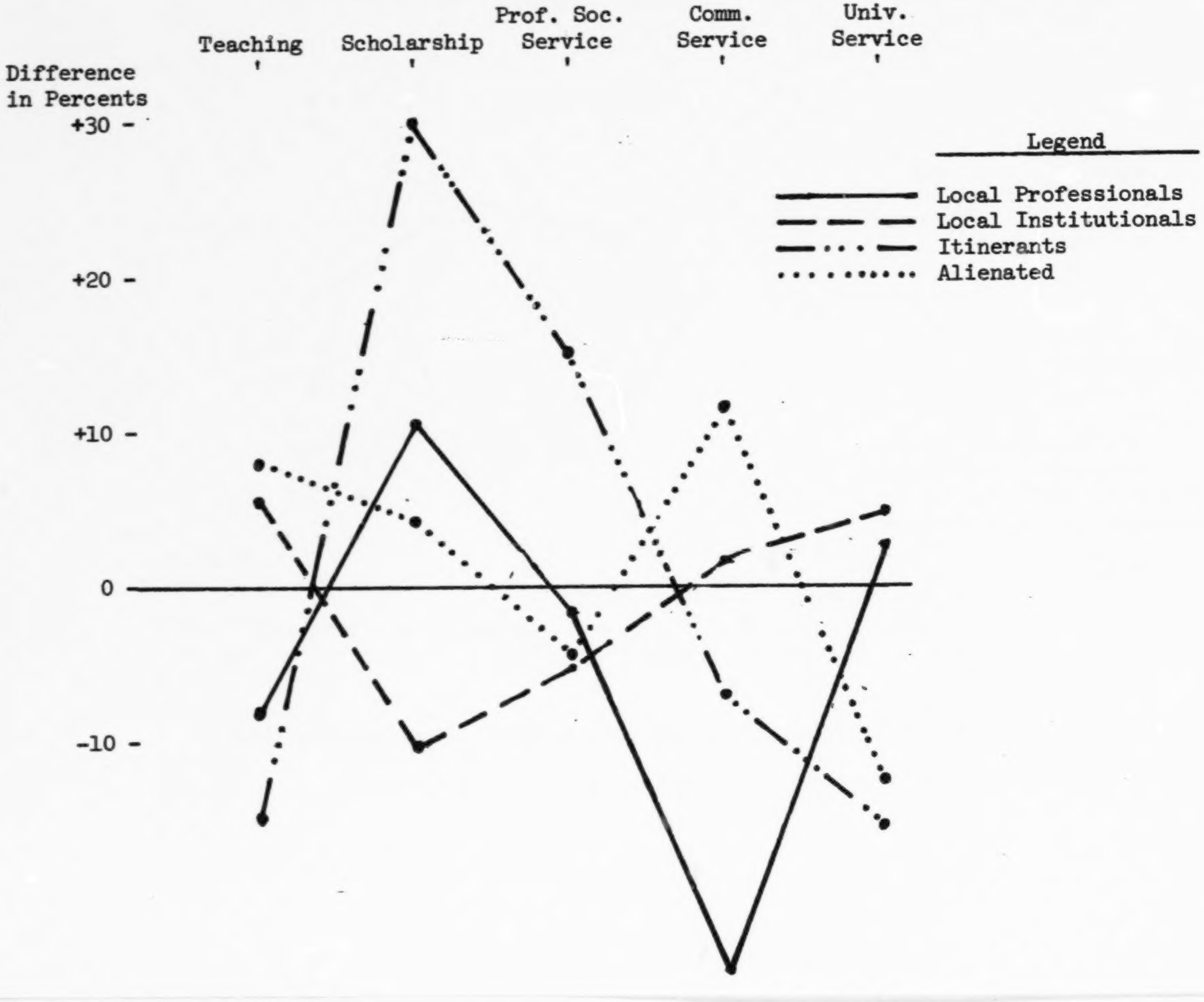


FIGURE 7.2.22 ACTIVITY CHOICES BY ORIENTATION GROUPS

AS DIFFERENCE FROM TOTAL POPULATION IN PERCENT OF POSSIBLE - 006

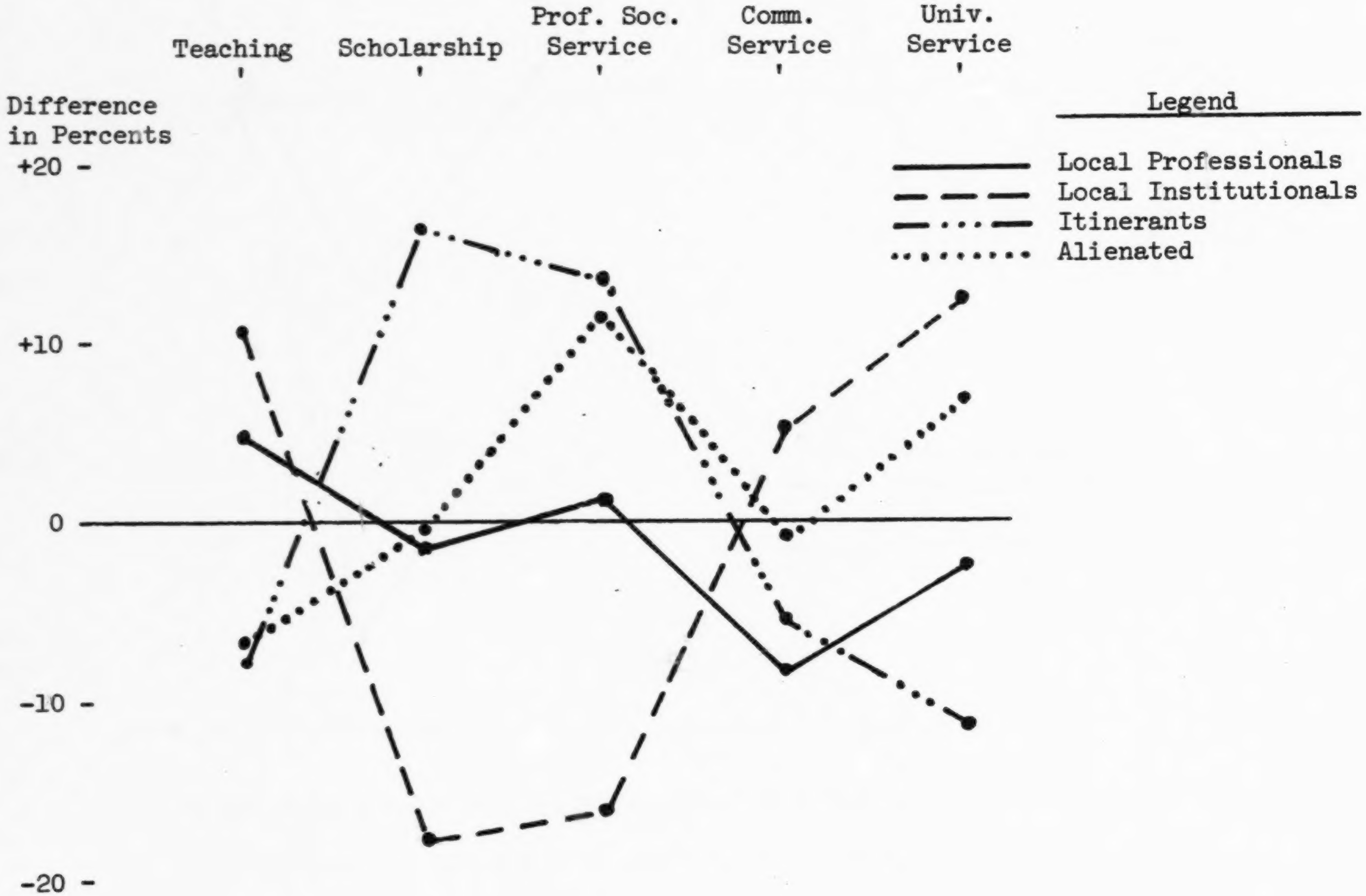


TABLE 7.2.03

PSYCHOLOGICAL DISTANCE SCALE VALUES FOR ACTIVITY CHOICES BY ORIENTATION GROUPS

	Proportional Choice Score	
	004	006
Total Population		
Teaching	1.02	0.94
Scholarship	0.49	0.86
Professional Society Service	0.20	0.45
Community Service	0.50	0.39
University Service	0.00	0.00
Local Professionals		
Teaching	0.74	1.20
Scholarship	0.64	0.95
Professional Society Service	0.27	0.60
Community Service	0.48	0.28
University Service	0.00	0.00
Local Institutionals		
Teaching	1.07	1.15
Scholarship	0.61	0.36
Professional Society Service	0.00	0.00
Community Service	0.45	0.43
University Service	0.06	0.18
Itinerants		
Teaching	1.39	1.19
Scholarship	2.25	1.71
Professional Society Service	1.01	1.21
Community Service	1.05	0.64
University Service	0.00	0.00
Alienated		
Teaching	2.08	0.68
Scholarship	1.11	0.77
Professional Society Service	0.58	0.57
Community Service	1.30	0.26
University Service	0.00	0.00

FIGURE 7.2.13

PSYCHOLOGICAL DISTANCE SCORES FOR ACTIVITY CHOICES

BY ORIENTATION GROUPS - 004

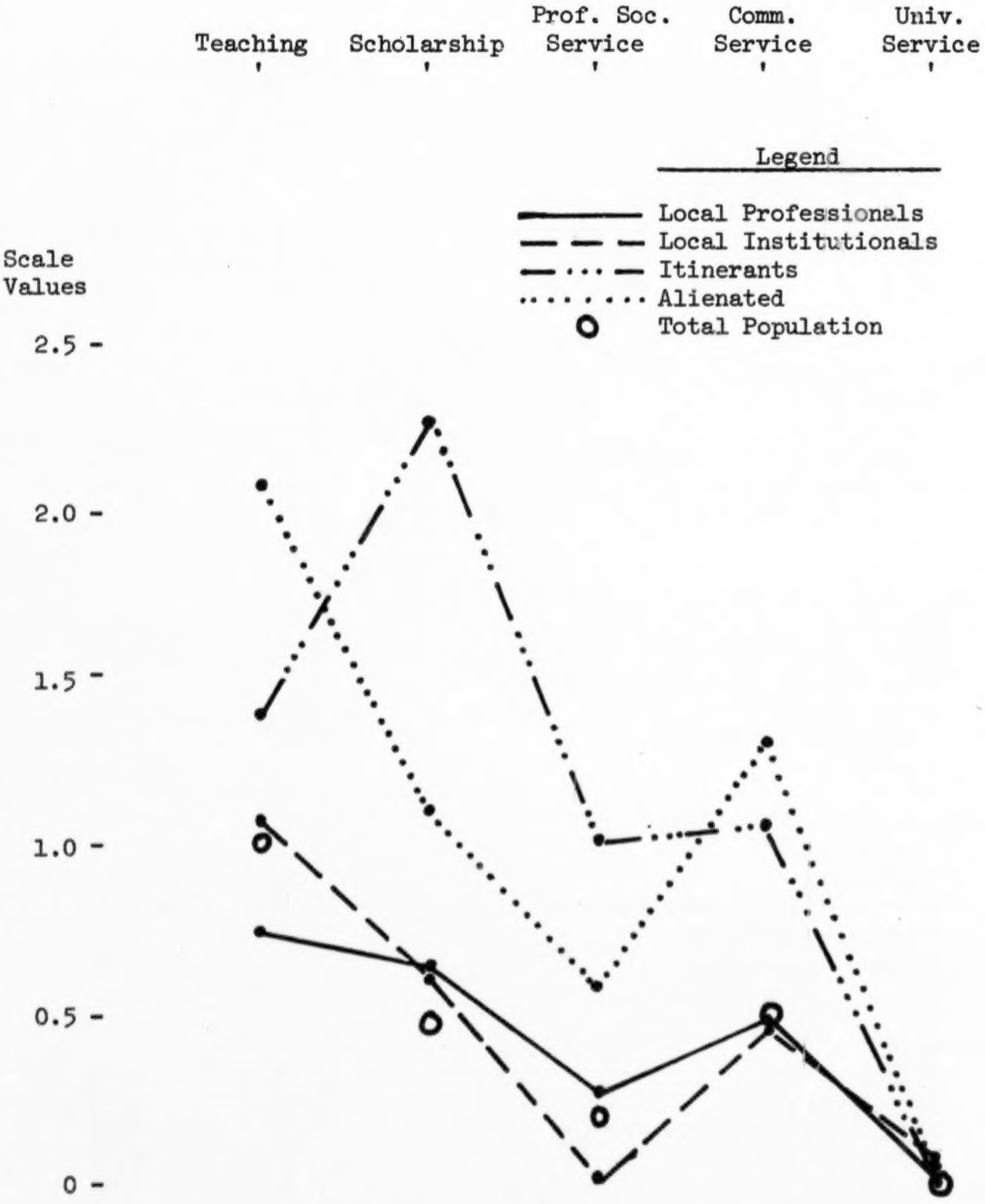
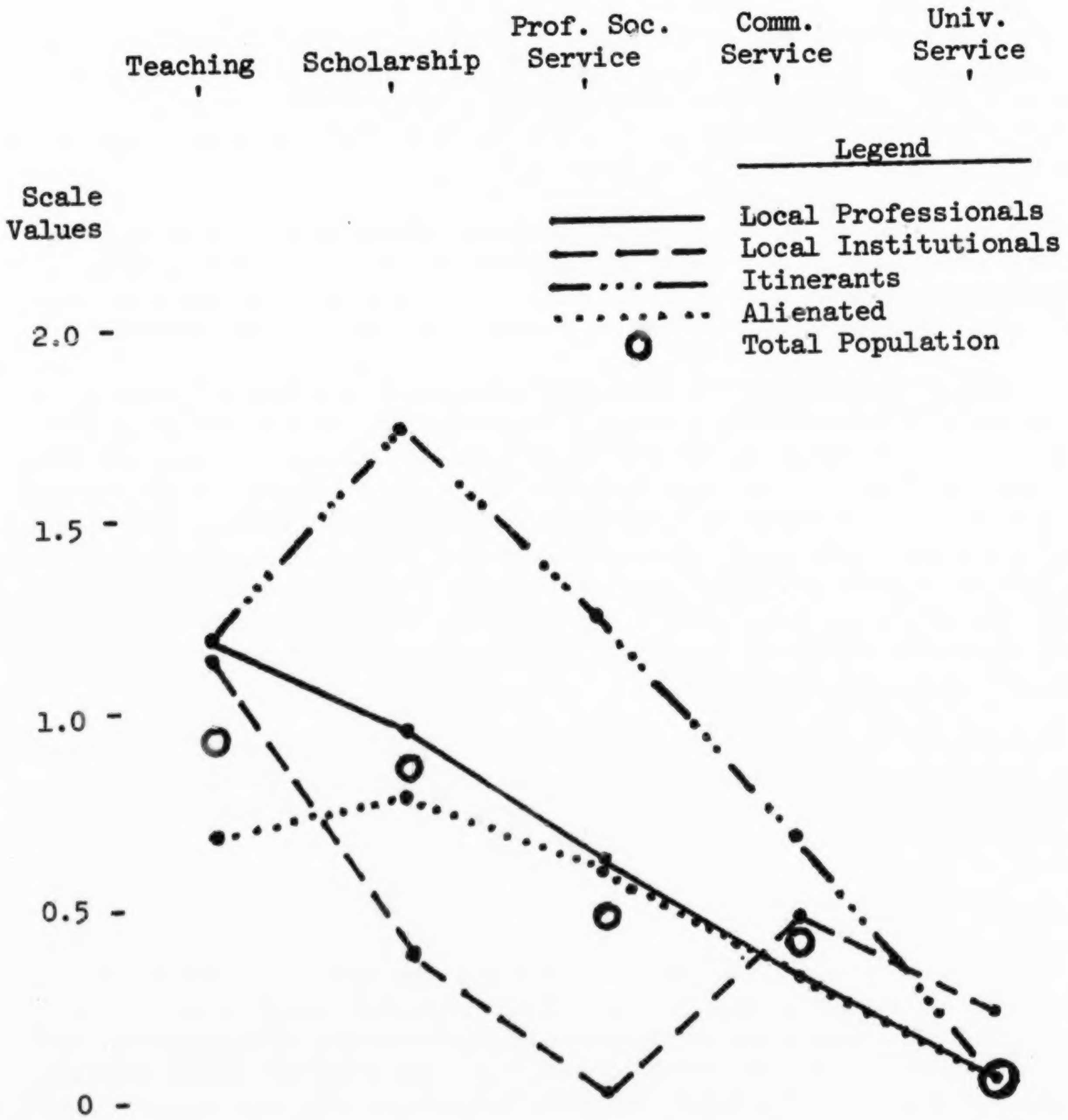


FIGURE 7.2.23

PSYCHOLOGICAL DISTANCE SCORES FOR ACTIVITY CHOICES

BY ORIENTATION GROUPS - 006



At both schools scholarship is chosen above all other activities by the itinerants. This choice by the itinerants is the greatest variation from the total population frequency of all the activities (Figures 7.2.12 and 7.2.22) and represents the greatest psychological discrimination (Figures 7.2.13 and 7.2.23).

The itinerants are also the only group which chose professional society service with any significant frequency. At 006 the itinerants even preferred this activity over teaching (Figure 7.2.23).

At both schools the local institutionals place professional society service as the least preferred activity; they are the only group which does not place university service at the bottom. However, at 004 they made this choice more frequently than did the total population (Figure 7.2.12).

The local professionals show the least discrimination among the choices at 004 and do not make any extreme discriminations at 006. Put another way, this group finds all choices attractive and has difficulty deciding that any one should take preference over others.

In comparing schools we note that community service is generally more valued and professional society service less valued at site 004 than at 006, that teaching is somewhat more valued at 004 than at 006, but university service is less valued. These contrasts, to the extent that they are reflections of the total school rather than a function of our populations, give a picture of 004 as an institution which emphasizes teaching and community service and does not emphasize scholarship or disciplinary concerns. As we shall note there are other indications that the kinds of institutional goals and reward criteria used differ for these schools.

These data clearly support our hypothesis that orientation groups defined by loyalty and commitment levels will respond to the world in different ways, and in many cases the data confirm our subsidiary hypotheses concerning the directions of the differences.

Mode of Relationship (RPP-B)

This instrument is designed to measure the extent to which the faculty member sustains supportive and cooperative relations with students and colleagues as opposed to exploitive and instrumental relations. Table 7.3 gives the mean scale scores for the total population and for each of the major orientation groups for the two studies for the B-1 form of the scale - the general cooperation factor.

These data show that, as predicted, the local professionals have much higher cooperative-supportive attitudes than do the itinerants. At each school the alienated have the lowest cooperative-supportive scores while the local institutionals have the highest score at 004 and the local professionals the highest at 006. However, at neither school are the differences between the local institutionals and the local professionals or those between the itinerants and alienated significant.

TABLE 7.3

MODE OF RELATIONSHIP SCALE SCORES BY ORIENTATION GROUPS

Orientation Group	Study 004						Study 006					
	Mean Score	Std. Dev.					Mean Score	Std. Dev.				
Local Professionals	18.31	2.52					18.39	1.49				
Local Institutionals	19.34	2.02			a		18.30	1.67			b	
Itinerants	15.08	3.38	a	a		b	16.00	3.37	c	b		b
Alienated	15.01	3.48					15.10	3.66				

Significance of differences:
a p < .001
b p < .01
c p < .02
all others: not significant

Value Justification (RPP-C)

The RPP-C instrument was designed to measure the extent to which faculty members justified their activities in terms of self aggrandisement or in terms of larger social values defined by the institution or by the profession. Factor analyses of the scale produced one stable factor which we have called the "self-interest" factor. The higher the score the more self-interest is indicated. Table 7.4 shows the mean scale scores for the several orientation groups for both study 004 and 006.

In both studies the itinerants and the alienated group show much higher self-interest than do the local professionals and local institutionals. That is, the main differences appear to be a function of loyalty rather than professional commitment. However, more of the differences between groups are significant at 006 than at 004, and at 006 the local professionals show the least self-interest while at 004 it is the local institutionals. This again supports the inference of a difference in the institutional ethos at the two schools.

Role Title Preference (RPP-D)

This instrument consisted simply of six role titles frequently used in academia which the respondent was asked to rank in the order of his preference. Table 7.5 shows the mean rank position of each choice for each of the study populations and for each of the orientation groups in each study. Figures 7.51 and 7.52 present these data graphically.

This instrument gives results very similar to those obtained by the activity choices (RPP-A). In both studies the "itinerants" place "scholar" and, or "scientist-researcher" above "teacher" in their mean rankings. In both schools the "local institutionals" give "teacher" a higher average rank than does any other group.

Our earlier comment in discussing the RPP-A findings concerning the differences between the schools is again confirmed in these data. In study 004 the "local professionals" separate "scholar" and "scientist-researcher" even placing "scholar" above "teacher". This suggests that at school 004 the institutional pressure is placed upon the teaching professional rather than the disciplinary-research professionals and the local professional resolves this by emphasizing scholarship rather than more formal scientific research role.

Summary

Each of our measures of role performance preference has resulted in rather extensive differences between orientation groups. In some cases these differences appear to be more a function of the degree of loyalty than of professional commitment, however, in other cases both of the factors in orientation are affecting the results.

TABLE 7.4

VALUE JUSTIFICIATION (RPP-C) SCALE SCORES BY ORIENTATION GROUPS

Orientation ~~Group~~	Study 004			Study 006		
	Mean Score	Std. Dev.		Mean Score	Std. Dev.	
Local Professionals	4.72	3.24		4.75	2.80	
Local Institutionals	3.86	2.36	a b	5.20	2.86	c c d
Itinerants	7.69	3.56	b	6.75	1.85	d
Alienated	6.40	1.20		7.70	4.65	

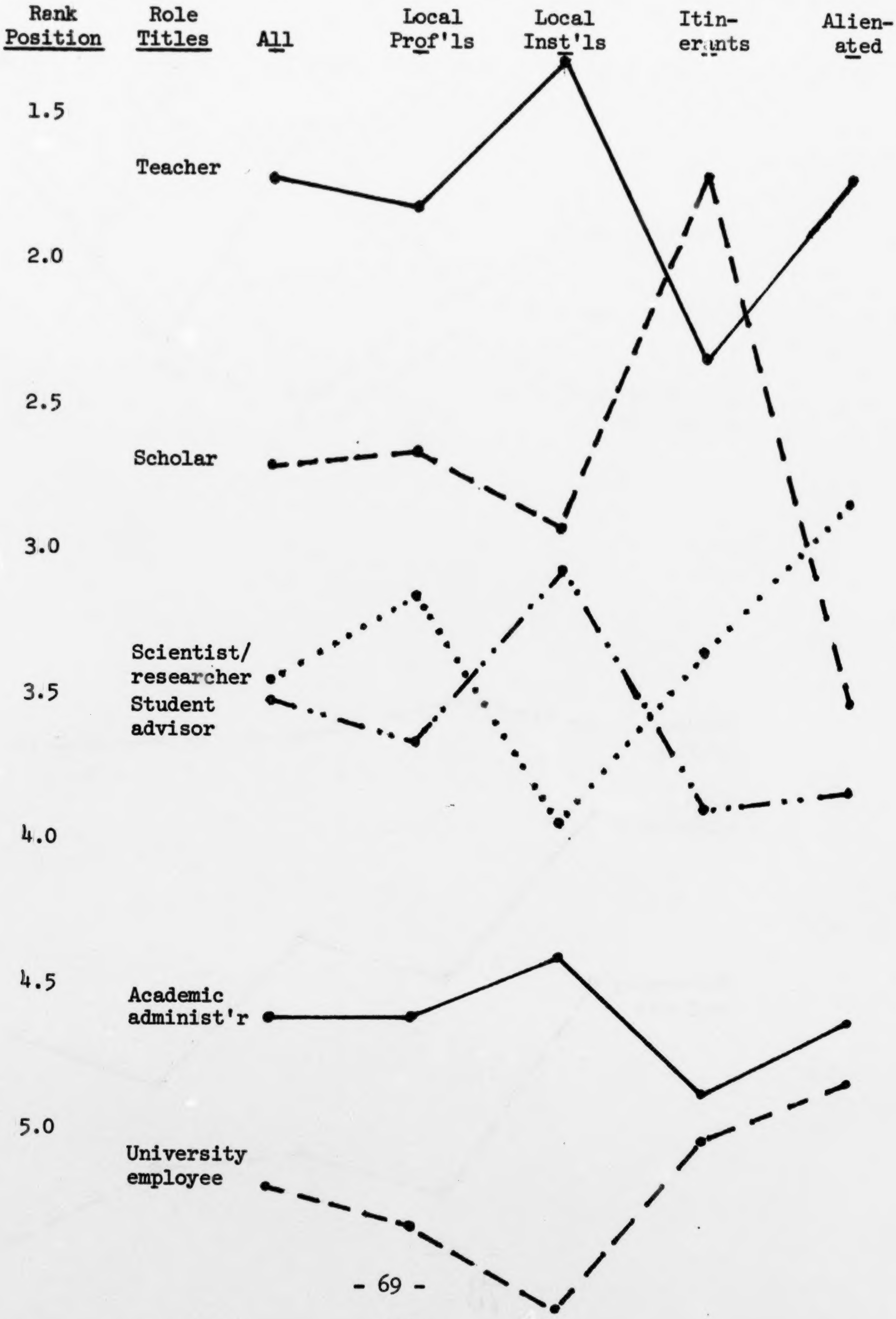
Levels of significance of differences: a p < .001
b p < .01
c p < .02
d p < .10
all others: not significant

TABLE 7.5

ROLE TITLE RANKS BY ORIENTATION GROUPS

Orientation Group	Teacher	Scholar	Scientist/ researcher	Student advisor	Academic administ'r	University service
	Mean Rank For Role Titles					
Study 004						
All	1.68	2.67	3.42	3.48	4.59	5.19
Local Professionals	1.79	2.64	3.13	3.64	4.59	5.31
Local Institutionals	1.28	2.90	3.90	3.03	4.38	5.62
Itinerants	2.31	1.69	3.31	3.85	4.85	5.00
Alienated	1.70	3.50	2.80	3.80	4.60	4.80
Study 006						
All	2.09	2.35	2.72	3.79	4.07	4.71
Local Professionals	2.33	2.33	2.47	3.72	4.69	5.44
Local Institutionals	1.75	2.70	2.85	3.85	4.55	5.30
Itinerants	2.53	2.59	1.64	3.88	5.06	5.35
Alienated	1.90	1.80	2.80	3.90	4.90	5.70

FIGURE 7.5.1 ROLE TITLE RANKS BY ORIENTATION GROUPS: STUDY 004



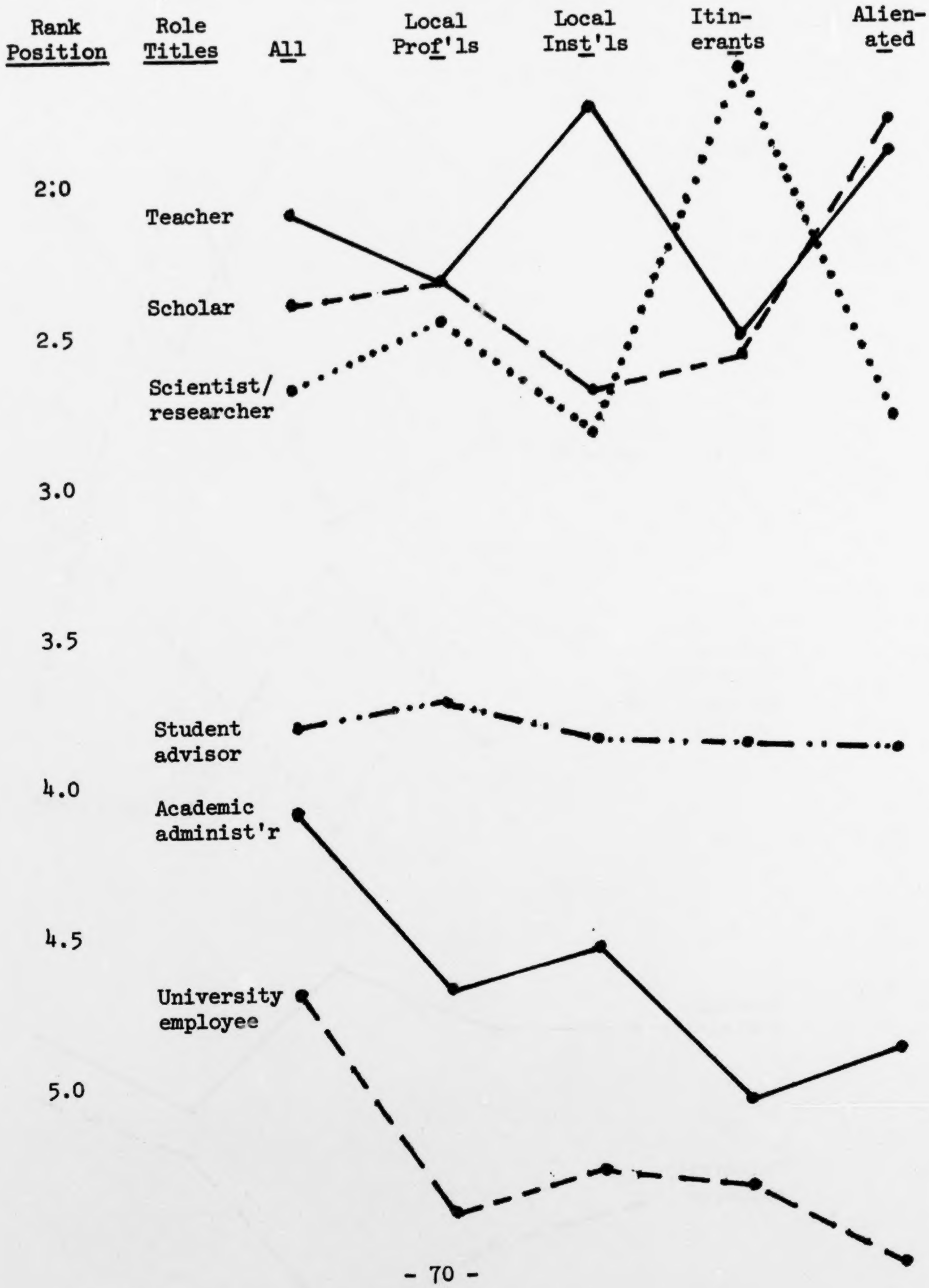


FIGURE 7.5.2 ROLE TITLE RANKS BY ORIENTATION GROUPS: STUDY 006

Although the orientation group populations are small, the extent of the differences between groups, the similarities between the two studies, the systematic ordering of the differences, and the similarity of results from different measures tend to override the low reliability resulting from small sample variations.

Thus, these data confirm the general hypothesis that differences in faculty orientation defined by levels of loyalty and commitment affect the attitudes of faculty members toward their work, toward their associates and toward their own careers. Presumably, these attitudinal differences have some consequences for action, that is, actual role performance.

The contrasts between the two schools suggest that local norms, local role prescriptions and definitions, and official moralities also have an affect upon the attitudes of those in the several orientation groups.

(no p.72)

VIII. SUMMARY AND CONCLUSIONS

This research was designed to test four basic hypotheses concerning the relationship of faculty members to their universities. The first stage hypotheses are concerned with factors associated with professional commitment and institutional loyalty: I commitment and loyalty vary independently of each other except under special conditions; II for professionally committed faculty members institutional loyalty will be higher in collegial departments than in administrative ones; III collegial departments will have a higher proportion of local professional faculty (high loyalty and high commitment) than other departments, while administrative departments will have a higher proportion of itinerant and alienated types of faculty. The second stage tests the hypothesis that, IV, each of the types of orientation will exhibit different role performance preferences.

In general, each of the hypotheses is supported by the data from the two major study sites. Although particular findings approach the levels of questionable significance (often because of small population sizes), nevertheless the consistency of results from the two studies, the similarity of results using different measures, and the systematic directional character of the results indicate that we may have considerable confidence in the findings.

The Relation of Loyalty and Commitment. The data from all three study sites, involving a number of professional disciplines show that there is no general relationship between loyalty and commitment. At each study site the measure of association (gamma) was less than 0.15, while in each case there was a high probability that the distribution would occur by chance.

TABLE 8.1
RELATION BETWEEN INSTITUTIONAL LOYALTY AND PROFESSIONAL COMMITMENT BY STUDY SITE

Study	Gamma	$p \leq$
003	0.1405	.70
004	0.0859	.70
006	0.0800	.30

Source: Table 4.1, p. 36.

When study populations were grouped by disciplines we found five of ten disciplines showed a gamma for the loyalty-commitment relationship of 0.15 or higher. However, only two of these had probabilities of chance occurence of .01 or less. (See Table 8.2)

TABLE 8.2
RELATION BETWEEN INSTITUTIONAL LOYALTY AND PROFESSIONAL COMMITMENT BY DISCIPLINE

Discipline	N	Gamma	p
Economics	25	-.6363	.50
Mathematics	25	.5185	.10
English	72	.4944	.30
Political Science	23	.3658	.10
Psychology	24	-.2608	.80
Chemistry	36	.1386	.50
Romance Lang.	30	.0920	.99
History	24	.0810	.99
Physics	23	-.0789	.99
Sociology	27	.0708	.99

Source: Table 4.2, p. 37.

Finally, the relationship between loyalty and commitment was examined for different types of departments defined by degree of department autonomy. As predicted there was a positive relation (gamma = 0.4324) between loyalty and commitment for the autonomous departments but an insignificant relationship for the mixed and heteronomous departments. However, since we had only twenty respondents in autonomous departments this finding needs further confirmation.

Thus, as we hypothesized, these data show no general relationship between professional commitment and institutional loyalty, but they do suggest that the type of work organizations or the particular discipline may have consequences for the degree and direction of the association.

Department Type and Faculty Orientation. Four major types of faculty orientation are defined by high and low loyalty and by high and low professional commitment. Our third hypothesis predicts that these types will be differentially represented in the several types of departments defined by level of autonomy and by the use of professional criteria for the evaluation of faculty members.

When the mean respondent rating is used to distinguish autonomous and heteronomous departments we find that, as predicted, there is a higher proportion of local professionals, and a smaller proportion of itinerants and local institutionals in the autonomous departments than in others. (See Table 8.3, next page.)

The predicted patterning is more clearly found when the departments are classified by objective assessment of autonomy and the use of professional criteria. (See Table 8.4, next page.) Only 16 departments at site 004 were rated by this method and, unfortunately, only two departments (with twenty faculty members) fit the collegial category.

There is, however, enough evidence in these data to conclude that the character of the department does have a relationship with the proportion of faculty of the several types found in the departments.

TABLE 8.3
PERCENT OF FACULTY IN MAJOR ORIENTATION GROUPS BY DEPARTMENT AUTONOMY (MEAN RESPONDENT RATING)

Orientation	Dept. Auton.	Percent of Faculty Study 004	Percent of Faculty Study 006
Local Professionals	Auton.	18.5	34.3
	Mixed	12.2	17.7
	Heteron.	12.2	18.7
Local Institutionals	Auton.	3.7	5.7
	Mixed	6.8	5.4
	Heteron.	5.4	8.2
Itinerants	Auton.	3.7	0.0
	Mixed	3.4	5.4
	Heteron.	4.1	6.0
Alienated	Auton.	0.0	8.6
	Mixed	2.0	0.7
	Heteron.	5.4	0.7

Source: Table 5.3.1, page 54.

TABLE 8.4
PERCENTAGE DISTRIBUTION OF FACULTY BY ORIENTATION BY DEPARTMENT CLASSIFICATION - STUDY 004

Orientation	Percent of Faculty by Dept. Type Collegial	Prof-Admin.	Admin.
Local Professionals	15.0	12.6	10.6
Local Institutionals	10.0	10.5	2.7
Itinerants	0.0	3.5	6.7
Alienated	0.0	2.1	5.3

Source. Table 5.3.2, page 55.

Orientations and Role Performance. The second stage of the research proposes that the way faculty members act in relation to their students and colleagues, the kinds of tasks they choose to emphasize, and the kinds of values they express will be related to their orientations (as defined by levels of loyalty and commitment). The direct observation of role performance was not attempted in this study. Instead we used four measures of role preferences: activity choice, cooperative relationships, self-interest values, and role titles.

For each measure the several orientation groups showed different role preferences. As predicted, the local professionals tended to choose all major activities equally, scored high on cooperative relationship, low on self-interest, and chose "teacher", "scholar", and "scientist" as the preferred role titles.

In contrast the itinerants chose writing above teaching (and at one site professional society activities equal to teaching), were low on cooperative attitudes and high on self-interest, and chose to be identified as "scholar" or "scientist" more than "teacher".

The local institutionals chose teaching in much higher proportion than did other groups and was the only group to choose university service activities above professional society activities. Like the local professionals they were high on cooperation and low in self-interest and were clear that "teacher" was the title preferred above all others. At site 004 they chose "student advisor" above "scientist".

The level of loyalty is the major factor in the cooperative and self-interest responses, but both loyalty and commitment together distinguish the activity choices and role title preferences.

Professionals and Organizations

Recent studies of professionals in organizations have questioned the widely held assumption, stemming from Gouldner's work, that professionally trained persons must choose between professional commitment and loyalty to the local work organization. The studies of faculties in universities reported in this document show that loyalty and commitment are not generally antithetical forces, and may even be positively associated when the work organization, the department, is autonomous and when professional criteria are used in evaluating the worth of the professional employee.

This finding indicates that the "cosmopolitan-local" typology employed by Gouldner is incomplete for it ignores the loyal and professionally committed employee the "local professional". Our data indicate that this type is found most frequently in the collegial departments where autonomy and the use of professional criteria are high, while the "itinerant" (Gouldner's "cosmopolitan") and the "local institutional" are found more frequently in administrative departments (low autonomy and the use of institutional criteria for evaluation.) This suggests that Gouldner's study and Scott's study of social workers were made in organizations characterized by an administrative type of department. This, of course, is the major difficulty with single-case studies: we have no way of controlling for such situational factors and thus may treat as general that which is true only for certain cases.

The "cosmopolitan-local" typology has grown to include a characterization of the attitudes, perceptions and conduct of those in each type. Our data on role performance preferences confirm this general assumption for they show that there are fundamental differences in the attitudes of those in the several types of orientation as defined by loyalty and commitment. That is, the levels of loyalty and commitment together as well as separately do have consequences for the way the professional sees the world and the way he thinks he would act.

Thus, our findings show that there is an interaction between type of organization and levels of commitment and loyalty, and between these and attitudes. We propose also that the nature of the professional establishment is a factor along with the nature of the work organization. Thus,

$$\frac{\text{Work Organization}}{\text{Professional Establishment}} \longleftrightarrow \overset{\text{Loyalty}}{\underset{\text{Commitment}}{\boxed{\text{Orientation}}}} \longleftrightarrow \text{Role Attitudes}$$

Faculties and Universities

One of the more important criticisms of universities today is that faculties are more concerned with their own esoteric research and publication than with the student, his needs and problems. Gouldner's study at Antioch College indicated that this was a necessary charateristic of the disciplinary professional and that if we wished to have scientists and true scholars in our universities than we could not expect them to have a concern for students and their problems.

The research reported here indicates that this conclusion is wrong. There are indeed professionals whose primary interest is in their own careers, who are concerned with their reputations among their professional colleagues, who place writing and research above teaching and who tend to exploit students and colleagues to accomplish this. However, there were relatively fewer of these types on our study sites than would be expected from previous discussions. More importantly we found many more professionally oriented faculty members of a type not described by Gouldner. These local professionals have as high a commitment to their disciplines and to scholarship and research as do the itinerants, but they have a much lower concern for their own careers. They are concerned with both scholarship and teaching, with their professional societies and their universities, with the judgments made of them by their students as well as by their professional colleagues.

These local professionals, by far the largest group of our major types, belie the previous assumption that if we are to have scientists we cannot also have teachers and if we have teachers we do not have scientists.

The current high concern with what is going on in universities has led control bodies (boards of regents) and administrative authorities to take over decisions usually left to the smaller work units - departments and schools. As much as this may appear justified on occasion, this practice may in the long run produce exactly the kinds of situations it attempts to cure.

Our research indicates that local professional faculties, those with a concern for both teaching and research, those who are concerned with the local institution as well as their disciplines, and hence those most capable of promoting a healthy academic community, are found in higher numbers in those departments which are autonomous and use professional criteria for evaluating their members. On the other hand where departments are administered by higher authority and which use institutional criteria for evaluation produce "company men" with little interest in scholarship or research or they result in a high proportion of itinerants, professionals with little concern for the local institution or its students.

Our research does not show whether these consequences came about through the selection of faculty types or through changes in the orientations of those who may be in the department, but it is probable that both processes are at work. An "itinerant" type may be changed into a local professional by the import of a collegial department, and a local professional may be changed into an itinerant as the department and the university became more administratively directed.

The third stage of our research concerns the impact of these different faculty orientations in students. Preliminary results indicate that a much higher proportion of students advocate violent change in the university when they are associated with itinerant faculty rather than local professional faculty.* If these preliminary findings are sustained then it is clear that the "interference" by control boards in the decision-making in universities will in fact bring the very consequences they are attempting to prevent.

A Final Note

Although this research at three universities has shown support for the hypotheses and the viability of the theory with which we started, it is only a preliminary study. The study populations have been too small to fully demonstrate many of the individual findings; they have been too limited to test, for example, the effect of differences in disciplines; and they have come from too few cases to determine the generality of the findings. Furthermore, this research has raised a number of additional questions for which we need answers in order to accurately interpret the meaning of these relationships.

---

*Research conducted through a grant from the U.S.P.H.S. to be reported by Charles K. Warriner and David Sutherland.

APPENDIX A

THE OBJECTIVE DEPARTMENT CLASSIFICATION METHOD

APPENDIX A. THE OBJECTIVE DEPARTMENT CLASSIFICATION METHOD

The objective classification of departments requires data on the autonomy of the department in decisions on work and work related activities, and on the use of professional criteria in evaluating the competence of faculty members.

Autonomy Rating

Preliminary work accomplished in the study 001, identified six basic areas of academic decision making that appear crucial in defining the autonomy of departments: (a) salary increments for individuals, (b) promotions in rank, (c) the granting of tenure, (d) the semester work program for faculty members (courses to be taught, etc.), (e) the programs of work for students (degree requirements, etc.), and (f) the hiring of new faculty members.

For each of these areas of decision making we asked the informant to identify the nature of the departmental decision processes and then to identify the relation of the departmental decision to the final decision by the university.

Final decision categories:
- A - Made by higher authority without consulting department.
- B - Made by higher authority after consulting department, but department recommendation seldom followed.
- C - Made by higher authority after consulting department, and departmental recommendation is usually followed.
- D - Made by higher authority after consulting department, and departmental recommendation is always followed OR the final decision is the departmental decision.

Departmental decision categories:
- M - Made by the chairman alone or after consulting a few persons selected by the chairman.
- N - Made by an elected committee of the faculty.
- O - Made by a vote of the faculty (or by less formal consensual procedures in the smaller departments).

It is clear that there are functional interconnections between these two scales. If, for example, the higher authority has the final decision and pays little attention to the departmental recommendation it makes little difference how the departmental recommendation was constructed. On the other hand, if the departmental recommendation is usually or always followed, then the departmental decision process has considerable importance. In working out the relationships between these two aspects of decision-making in universities we assumed that when the decision is made by the chairman alone he may be acting as an agent of higher authority and that this does not guarantee departmental autonomy. In order to arrive at a final score for departments we combined the two scales as shown in the chart on the next page.

Each of the dimensions of decision-making (salary increments, promotions, etc.) was scored in this fashion. The autonomy score for a department consists of the average of these scores, giving a scale range of 1 to 5 with high autonomy being indicated by 5 and low autonomy (heteronomy) indicated by 1.

One difficulty with this procedure lies in the differences between universities in the aspects of the decision area which are open to decision in any particular case. Thus, in one university, the essential decision to hire is made prior to a candidate's visit so that we must ask how the decision to invite for a visit is made; at another school large numbers of candidates will be invited to visit so we must ask how the decision is made among those who visit.

DEPARTMENTAL AUTONOMY SCORING

AUTONOMY SCALE SCORE	FINAL DECISION SCALE SCORE		DEPARTMENTAL DECISION SCALE SCORE
1	A	and	any
2	B	and	M or N
	C	and	M
3	B	and	O
	C	and	N
	D	and	M
4	C	and	O
	D	and	N
5	D	and	O

Professional Criteria Use.

The second dimension of departmental typing is the extent to which professional criteria are used in evaluating the competence of faculty members. The major difficulty in constructing the measurement of this dimension is that of specifying professional criteria. It becomes even more difficult when we recognize that there may be variations from one discipline to another in the details of the professional criteria. As one way out of this impasse we argued that institutions which wished to use professional standards for evaluating its faculty would in fact use other professionals to make the evaluations. Thus, one of our questions was whether, in promotion and tenure recommendations, the university sought the judgments of professional colleagues in evaluating a man's work.

Secondly, it appeared to us that since a professional's job involves judgment and responsibility of the professional himself to conform to the standards and norms, that professional judgments about him would probably appropriately reflect his academic character - whether he is committed, evidences scholarly responsibility, and a concern for a good professional performance. Similarly, it seemed that an institutional criterion would be concern for public responses, thus evaluation on the basis of public recognition or notoreity is a non-professional criterion. Thus we asked:

8. Is expert judgment of the quality of a man's research or scholarly publications secured and used in considering promotions?
9. Is expert judgment on the quality of a man's teaching secured and used in considering promotions?
10. Is any attention paid to the quality of a man's academic character in promotion decisions? (E.g., his professional commitment, scientific responsibility, concern for colleagues and students.)
11. Does public recognition or notoriety outside of the academic community affect decisions about a man's salary?
12. Does popularity with undergraduate students significantly affect decisions about a man's salary?

Finally, it appeared that there are many rules in universities and other organizations which (a) are institutional rather than professional in character, and (b) conformity to which may become a basis for evaluation of the faculty member. Thus, we asked whether there were rules concerning six aspects of faculty member's work and work activities:

1. Office hours to be kept?
2. Absences from or cancelling of class for any reason?
3. Submission of syllabi or course outlines for approval?
4. Submission of grade books (i.e. instructor's detailed course grade records) for approval or filing?
5. Grade distribution to be followed or grading procedures?
6. Textbook selection, cost, kind, frequency of change?
7. Number of class hours of teaching required each term?

We assigned a +1 for "yes" answers to questions 8 - 10 and for "n "no" answers to numbers 11 and 12. Each of rules (1-7) were given a negative 0.5 and the sum subtracted from 3.5, this difference was then added to the sum of points for questions 8 - 12 to give a professional criteria score ranging from 0 to 8.5.

APPENDIX B

BASIC DATA TABLES

The tables in this appendix present the basic data from which the tables and figures in the text are derived. These tables are numbered to correspond with the table and figure numbering in the text.

TABLE A-2.2

DISTRIBUTION OF UNIVERSE, REPLY CARD RETURNS, & USABLE QUESTIONNAIRE POPULATIONS BY RANK, DEGREE, YEAR OF DOCTORATE, & LENGTH OF SERVICE

STUDY 004

	Universe		Reply Card		Quest'aire	
	No	%	No	%	No	%
Rank						
Instructor	88	13.0	48	13.8	57	13.6
Asst. Professor	188	27.7	96	27.7	114	27.1
Assoc. Professor	171	25.2	91	26.3	111	26.4
Full Professor	216	31.8	111	32.1	131	31.2
Other	16	2.4	0		7	1.7
Total	679	100	346	100	420	100
Highest Degree						
Less than M. A.	27	4.0	13	3.8	12	2.8
M. A.	147	21.6	76	22.0	90	21.4
Specialist, Ed.D., M.D.	118	17.4	59	17.0	95	22.6
Ph. D.	370	54.5	185	53.5	200	47.6
Unknown	17	2.5	13	3.8	23	5.5
Total	679	100	346	100	420	100
Year of Doctorate						
before 1931	5	0.7	3	0.9	0	
1931 - 1940	24	3.5	11	3.2	12	4.4
1941 - 1950	89	13.1	47	13.6	33	12.1
1951 - 1960	148	21.8	59	17.1	63	23.2
1961 - 1965	102	15.0	62	17.9	69	25.4
1966 or later	310	45.7	164	47.4	95	34.9
Unknown or no doctorate	1	0.1	0		(148)	---
Total	679	100	346	100	272	100
Length of Service						
20 years or more	105	15.5	57	16.5	58	13.8
16 to 20 years	58	8.5	30	8.7	35	8.3
11 to 15 years	77	11.3	39	11.3	41	9.8
6 to 10 years	130	19.1	63	18.2	69	16.4
2 to 5 years	190	28.0	94	27.2	149	35.5
less than 2 years	119	17.5	63	18.2	66	15.7
Unknown					2	0.5
Total	679	100	346	100	420	100

TABLE A-3.1

RESPONDENT AUTONOMY SCALE

ITEMS, CORRELATION WITH SCALE AND FACTOR LOADINGS BY STUDY

Q're Item No	Study 003 Correlation w/Scale*	Study 004 Factor Loadings#			Study 006 Factor Loadings		
		I	II	III	I	II	III
47	0.50	.7395			.7646		.2146
48	0.31	.5054	.4542		.5534		.2621
49	0.49	.8004	-.4885		.8746	-.3410	-.1695
50	0.51	.8218	-.4642		.8675	-.3563	-.1410
51	0.37	.5238	.4948		.4690	.5649	.1839
[52]	0.31	.2854	.2683	-.6514	.2950	.5014	-.5344
[53]	-0.11	.1746	.1889	.7920			.7968
[54]	-0.16	.3521	.4660		.3001	.6358	
% Variance Expl'd		32.9	15.4	13.3	35.1	15.3	14.1

* Correlation of item with scale score computed without that item

# Zero loadings suppressed (5% standard error)

[] Items dropped from scale as used.

The item statements are:

47. The last time a faculty member was hired in my department I had an important part in his selection.
48. I have had a vote in shaping the curriculum of my department
49. The last time a faculty member was given tenure, I had an important part in the process.
50. The last time a faculty member was promoted in my department, I had an important part in the decision.
51. I am given an opportunity to choose the courses that I teach each term.

[52] I largely determine the number of hours that I teach each term

[53] My classes are visited by the dean, department chairman, or a senior faculty member each semester.

[54] I am encouraged by the department and the university to attend professional meetings.

TABLE A-3.2

ANALYSIS OF RESPONDENT EVALUATION SCALE

Q're Item No	Correlation* 001	Correlation* 003	Factors and Loadings# 004^a	Factors and Loadings# 006^a
7	.74	.62	.6851	.7172
11	.67	.66	.7004	.7572
19	.75	.71	.8413	.8496
31	.70	.72	.8274	.8471
33	.61	.62	.6360	.6846
38	.56	.61	.6975	.6595
39	.68	.61	.7768	.8041
% Variance Explained			54.95	58.25

* Correlation of item with scale score less that item.

# Zero loadings suppressed, 5% standard error.

These items are:

7. Relative to other departments at this university, my department encourages professional interests.
11. Relative to other departments at this university, my department supports scholarly and/or scientific work.
19. Relative to other departments at this university, my department provides a good professional atmosphere.
31. In comparison with other departments at this university, my department rates high in respecting the interests of the faculty.
33. Relative to other departments at this university, my department protects the autonomy of the teachers.
38. Relative to other departments at this university, my department does very well in providing the resources needed by faculty members.
39. Relative to other departments at this university, my department merits the description of "a community of scholars."

TABLE A-3.3.1

INSTITUTIONAL LOYALTY SCALE:

FACTORS AND FACTOR LOADINGS BY STUDY

Q're Item No	001 r*	003 I	003 II	003 III	004@ I	006@ I
17	.52	.69	.28		.75	.76
21		.49	.59	.22	.66	.56
22x		.37	.34	.62		
25x		.63	-.46			
36x		.60	-.51			
43R	.52	.62	.20	-.47	.62	.77
44R	.30	.42	.36	-.57	.61	.65
46R	.44	.67	-.44		.66	.62
% Variance Explained		32.6	17.2	12.8	43.7	45.8

* Correlation of item with scale computed without that item
# Zero loadings suppressed, 5% standard error
@ Only one factor produced
R Reverse scored.
x Items excluded from later studies
These items are:

17. By and large, I think that this university is a good place for a professional to work.
21. This university offers me the facilities I need to do what I like to do.
[22]. My most significant professional relationships are with other people at this university.
[25]. The continuing quality of this university in the future is of great importance to me.
[36]. The issues and problems facing this university in the near future are of little interest to me.
43. I will probably leave this university within two or three years.
44. I could do the work that I want to do anywhere else as easily and as well as I can do it here at this university.
46. I don't really care what happens to this university as long as I can find some place to do my work.

TABLE A-3.4.1

PROFESSIONAL COMMITMENT SCALE:

FACTORS AND FACTOR LOADINGS BY STUDY

Q're Item No	Factors and Factor Loadings#								
	Study 003					Study 004		Study 006	
	I	II	III	IV	V	I	II	I	II
2	.59		.26			.45	.58	.14	.73
3				.85					
4			-.62		.39				
8	.52				.39				
10				.61	.37				
15		.81							
20	.76					.53	.41	.63	.00
26	.64				.34	.71	-.38	.66	-.25
27					.74				
29r	.27	.68				.35	-.63	.14	-.71
32			.63		.32	.67	-.13	.74	-.10
45		.34	.58			.49	.21	.52	.25
% Var. Expl.	18.8	10.8	10.1	9.7	8.4	29.9	18.4	30.1	18.7

# Zero loadings suppressed (5% standard error)

r Reverse scored

The item statements are:

2. I usually think of myself as one who practices within a discipline (i.e. as a historian, chemist, etc.) rather than as a teacher, academic administrator, or educator.
3. I am very pleased when other members of my department are successful.
4. If I were offered a position such as dean or associate dean at this school I would probably accept it.
8. At the present time I cannot think of any thing that would prompt me to leave my professional discipline for another activity.
10. It is more important that the consequences of my academic activities do justice to this institution and to my discipline than to my own personal career.
15. I believe I should submit by work for publication only if it is a significant contribution to knowledge.
20. I would continue my activities within my discipline even if that discipline ceased to be important in universities.
26. I would not be as satisfied working in another discipline as I am in my present discipline.
27. It is foolish not to attempt to have all of one's work published.
29. I could continue the professional kinds of activities I enjoy even if I were in another field or occupation.
32. My basic capabilities and intellectual skills are most appropriate for my discipline.
45. I am more pleased with the recognition paid me by my disciplinary colleagues than by those outside my discipline.

TABLE A-3.5

COMBINED POOL IL AND PC ITEMS: FACTORS AND FACTOR LOADINGS ALL STUDIES

Q're Item No	Scale	Use	Factors and Item Loadings# Study 003[a] I	II	III	IV	Study 004[b] I	II	III	Study 006 I	II	III
2	PC	X		.6117				.5749	.2490			
3	PC				.5624							
4	PC				-.3821							
8	PC		.6020	.3320								
10	PC			.3580								
15	PC					.4841						
17	IL	X	.6791				.7169					
20	PC	X		.3424				.5675	.3487			
21	IL	X	.4967		-.5861		.6186					
22	IL		.3990									
25	IL		.5778		.4206							
26	PC	X	.3989	.5628			.5001	.4976	-.2741			
27	PC			.3314								
29	PC	X		.5003		.3134	-.2371		.8155			
32	PC	X		.3486		-.5050	.4386	.5070				
36	IL		.5049	-.3258	.4350							
43	IL	X	.5938			.3611	.5974					
44	IL	X	.4000			.5674	.5408	-.2722				
45	PC	X		.4605		-.3914		.4927				
46	IL	X	.5674		.3986		.5727	-.3470				
% Variance Explained			15.50	10.75	8.26	7.32	21.87	15.59	9.60			

# Zero loadings suppressed (5% standard error)

* An X indicates use of item in studies 004 and 006

[a] Seven factors produced

[b] Only three factors produced

TABLE A-4.12

DISTRIBUTION OF LOYALTY SCORES BY STUDY

Loyalty Score	003		004		006	
	N	%	N	%	N	%
1	0	0.0	3	0.7	1	0.3
2	0	0.0	2	0.5	1	0.3
3	3	1.2	1	0.2	2	0.6
4	0	0.0	2	0.5	5	1.5
5	6	2.5	3	0.7	7	2.1
6	7	2.9	6	1.4	3	0.9
7	8	3.2	1	0.2	10	3.0
8	7	2.9	12	2.9	8	2.4
9	7	2.9	14	3.3	13	3.9
10	13	5.3	19	4.5	16	4.8
11	13	5.3	17	4.0	20	6.0
12	20	8.2	26	6.2	19	5.7
13	23	9.4	32	7.6	25	7.4
14	21	8.6	36	8.6	25	7.4
15	25	10.3	51	12.1	22	6.5
16	27	11.1	41	9.8	39	11.6
17	13	5.3	38	9.0	34	10.1
18	24	9.8	28	6.7	27	8.0
19	13	5.3	36	8.6	21	6.3
20	5	2.1	27	6.4	21	6.3
21	9	3.7	24	5.7	17	5.1
	244	100.0	420	100.0	336	100.0
1- 8	31	12.7	31	7.4	37	11.0
9-15	122	50.0	195	46.4	140	41.7
16-21	91	37.3	194	46.2	159	47.3
	244	100.0	420	100.0	336	100.0
$\bar{x}$ =	13.76		14.78		14.31	

TABLE A-4.13

DISTRIBUTION OF PROFESSIONAL COMMITMENT SCORES BY STUDY

Prof. Comm't Score	003		004		006	
	N	%	N	%	N	%
1	0	0.0	0	0.0	0	0.0
2	1	0.4	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0
4	0	0.0	0	0.0	2	0.6
5	1	0.4	1	0.2	1	0.3
6	0	0.0	1	0.2	2	0.6
7	0	0.0	6	1.4	0	0.0
8	3	1.2	5	1.2	2	0.6
9	4	1.6	6	1.4	3	0.9
10	0	0.0	7	1.7	4	1.2
11	11	4.5	17	4.0	11	3.3
12	22	9.0	15	3.6	18	5.4
13	27	11.1	32	7.6	19	5.7
14	19	7.8	36	8.6	23	6.8
15	29	11.9	37	8.8	23	6.8
16	10	4.1	40	9.5	33	9.8
17	22	9.0	47	11.2	45	13.4
18	22	9.0	41	9.8	35	10.4
19	19	7.8	30	7.1	24	7.1
20	14	5.7	24	5.7	23	6.8
21	12	4.9	24	5.7	33	9.8
22	12	4.9	21	5.0	16	4.8
23	9	3.7	11	2.6	13	3.9
24	7	2.9	11	2.6	2	0.6
25	0	0.0	8	1.9	4	1.2
	244	100.0	420	100.0	336	100.0
1-12	42	17.2	58	13.8	43	12.8
13-18	129	52.9	233	55.5	178	53.0
19-25	73	30.0	129	30.7	115	34.2
$\bar{x}$ =	16.25		16.59		16.9	

TABLE A-5.01

LOYALTY BY RANK AND BY AGE - 004

Rank	Institutional Loyalty Low (1-9)	Med (10-17)	High (18-21)	Total
Instructor	11	40	6	57
Assistant Professor	15	71	27	113
Associate Professor	13	73	25	111
Professor	4	72	55	131
Total	43	256	113	412

$x^2 = 31.6434$ $p < .001$
Gamma = 0.4096

Age	Low (1-9)	Med (10-17)	High (18-21)	Total
>31	12	52	13	77
31-40	22	89	29	140
41-50	5	64	36	105
51<	5	55	37	97
	44	260	115	419

$x^2 = 23.6204$ $p < .001$
Gamma = 0.0877

TABLE A-5.02

LOYALTY BY RANK AND BY AGE - 006

	Institutional Loyalty			
Rank	Low (1-9)	Med (10-17)	High (18-21)	Total
Instructor	7	16	4	27
Assistant Professor	19	78	15	112
Associate Professor	19	44	18	81
Professor	4	57	47	108
Total	49	195	84	328

$x^2 = 40.3171$ $p < .001$
Gamma = 0.3753

Age				
>31	8	25	5	38
31-40	33	93	15	141
41-50	9	46	25	80
51<	0	35	41	76
	50	199	86	335

$x^2 = 62.7939$ $p < .001$
Gamma = 0.3077

TABLE A-6.3

ROLE RELATIONSHIP (RPP-B) ITEMS AND FACTOR LOADINGS - 003, 004, 006

Factors and Loadings#

Q're Item No@	Study 003					Study 004		Study 006		
	I	II	III	IV	V	I	II	I	II	III
5	.4542				-.3941	.6478	-.3134	.6025	-.3700	.2960
9*					.7626					
-12	.5483					.3628	.6109	.4316	.6588	
14*		.6379								
16*		.6984								
-18	.5361					.5836	-.3785	.6343	-.3496	.3078
23*		.5062	-.3781							
28	.4019		.4229	.5822		.2748	.3423	.3308	.3055	-.3233
34	.5316		.4249			.6369	-.3424	.5507	-.3729	-.2900
35	.5151		.3678	.3896		.4996		.4771		-.6702
40	.5752					.4541	.5970	.4550	.5172	.4296
41*			-.5436		-.4127					
% Variance Explained	17.02	11.69	10.37	8.94	8.58	26.12	17.40	25.70	17.10	14.38

Zero loadings suppressed (5% standard error)
* Items not used in studies 004 and 006
- reverse scored
@ Items listed on next page

The items are:

5. I have made it a practice to consult my colleagues about technical problems in my work in which they have a special expertise and I expect to do the same for them.
9. Generally, students working on my research must be carefully supervised.
12. A student's own personal problems are really not the concern of the faculty or his academic advisor.
14. It is best not to promote social relations among departmental members as this is not relevant to and in fact may interfere with professional relationships.
16. What research assistants do under my direction is part of my work and they should not expect co-authorship.
18. My departmental colleagues are generally very helpful in my research.
23. There is no reason to believe that teaching or research assistants must or should benefit from their work.
28. Research programs should be flexible enough to permit one's research assistants to follow up their own interests.
34. I make it a practice to have the manuscripts that I propose to publish read critically by a colleague before submitting them.
35. I prefer to do research with others interested in the same problem than by myself.
40. The professor should be available to meet the needs of the student.
41. Teaching is a constructive situation for me in which I can get insight into my own research problems through describing to the students what it is I am doing.

TABLE A-6.4

VALUE JUSTIFICATION (RPP-C) ITEMS FACTORS AND LOADINGS - 003, 004, 006

Q're Item No*	Factors and Loadings#								
	Study 003			Study 004			Study 006		
	I	II	III	I	II	III	I	II	III
-6	.5439	-.2726		.6338		-.2616	.5529	-.4877	
10				.6021	.2948	.1835	.5207	.3558	-.3788
13	.5584	-.5199	-.3680		.7122		-.2169		-.8131
15				.4284	.5685	-.2130	.4080		
-24	.5777	.2268	.2287	.6832	-.2251	.1832	.6106	.3014	-.2561
27				-.6332		.3621	-.4647	.6076	
30		-.6025	.7756	.2409	.2668	.7872	.3629	.4461	
-37	.5360	.4982	.4222		-.3849	.3254	.4150	.3780	.3319
-42	.5922			.5152	-.4438		.5412		.2110
% Variance Explained	26.33	16.84	16.69	24.19	15.44	11.70	21.95	13.40	11.95

# Zero loadings suppressed (5% standard error)

* Items listed on next page

- reverse scored

TABLE A-6.4a

VALUE JUSTIFICATION ITEMS

These items are:

6. It is foolish to undertake research that cannot result in immediate publication.
10. It is more important that the consequences of my academic activities do justice to this institution and to my discipline than to my own personal career.
13. Teaching, for me, has its greatest value when I can recruit good students to my discipline.
15. I believe I should submit my work for publication only if it is a significant contribution to knowledge.
24. A scholar's first responsibility is to further his own career.
27. It is foolish not to attempt to have all of one's work published.
30. It is important to me that my work make some contribution to knowledge or to practical affairs.
37. Teaching is what scholars do to earn their keep.
42. Membership on university committees is primarily important for keeping in good standing with those who evaluate one's position.

TABLE A-7.21

ACTIVITY CHOICES BY ORIENTATION GROUPS - STUDY 004

Number of times column item chosen over row item.

Local Professionals (38)

	1	2	3	4	5
1	-	15	11	10	13
2	22	-	9	19	8
3	27	29	-	28	20
4	28	19	10	-	12
5	24	30	18	25	-
Total	101	93	48	82	53

Local Institutionals (29)

	1	2	3	4	5
1	-	4	3	7	6
2	25	-	13	18	11
3	24	16	-	18	11
4	21	10	10	-	9
5	23	17	17	19	-
Total	93	47	43	62	37

Itinerants (13)

	1	2	3	4	5
1	-	7	2	3	6
2	5	-	0	3	1
3	10	13	-	10	10
4	9	10	2	-	6
5	7	12	3	7	-
Total	31	42	7	23	27

Alienated (10)

	1	2	3	4	5
1	-	1	0	3	3
2	9	-	2	6	1
3	10	8	-	9	6
4	7	4	1	-	3
5	7	9	4	7	-
Total	33	22	7	25	13

Total Population (420)

	1	2	3	4	5
1	-	104	54	90	124
2	305	-	128	222	123
3	350	281	-	289	218
4	310	185	118	-	148
5	287	282	183	259	-
Total	1252	852	483	860	613

Key:

1 = Teaching
2 = Scholarship
3 = University Service
4 = Community Service
5 = Prof'l Society Service

TABLE A-7.22

ACTIVITY CHOICES BY ORIENTATION GROUPS - STUDY 006

Number of times column item chosen over row item.

Local Professionals (36)

	1	2	3	4	5
1	-	13	3	3	13
2	22	-	5	10	9
3	31	28	-	19	25
4	29	23	14	-	18
5	21	24	8	15	-
Total	103	88	30	47	65

Local Institutionals (20)

	1	2	3	4	5
1	-	2	3	5	5
2	18	-	8	9	3
3	16	10	-	9	10
4	13	9	9	-	4
5	15	15	8	14	-
Total	62	36	28	37	22

Itinerants (17)

	1	2	3	4	5
1	-	10	3	4	9
2	6	-	1	2	3
3	14	16	-	13	16
4	12	14	3	-	11
5	8	14	1	5	-
Total	40	54	8	24	39

Alienated (10)

	1	2	3	4	5
1	-	6	3	4	3
2	4	-	1	3	6
3	7	9	-	5	7
4	6	6	5	-	6
5	7	4	3	4	-
Total	24	25	12	16	22

Total Population (336)

	1	2	3	4	5
1	-	140	47	69	133
2	187	-	61	105	83
3	274	257	-	207	220
4	245	212	111	-	148
5	189	236	95	169	-
Total	895	845	314	550	584

Key:

1 = Teaching
2 = Scholarship
3 = University Service
4 = Community Service
5 = Prof'l Society Service

TABLE A-7.3

DISTRIBUTION OF RPP-B SCORES BY ORIENTATION GROUPS - 004, 006

Frequency by Group

	Study 004					Study 006				
Scale Score	Loc Prof	Loc Inst	Itin	Alien	Total	Loc Prof	Loc Inst	Itin	Alien	Total
7									1	
8				1	1			1		
9			1		3					
10			1		2	1				
11	1				5					
12	1		1	1	10	2		2	1	11
13	1		1	1	7				1	7
14		1	1	1	17	1	1	2		19
15	1	2	2	1	30	1	2	2	2	29
16	2	1	1	2	38	2	2	1	2	45
17	9	1	3	1	51	2	2	1	1	44
18	4	2			65	4	2	4		46
19	3	2		1	48	4	2	1	1	35
20	8	10	1		75	14	7			59
21	9	10	1	1	68	5	2	2	1	34
Total	39	29	13	10	420	36	20	16	10	336
Mean	18.31	19.34	15.08	15.01	17.84	18.39	18.30	16.00	15.10	17.38
SD	2.52	2.02	3.38	3.48	2.65	1.49	1.67	3.37	3.66	2.74

TABLE A-7.4

DISTRIBUTION OF RPP-C SCORES BY ORIENTATION GROUPS - 004, 006

	Frequency by Group									
	Study 004					Study 006				
Scale Score	Loc Prof	Loc Inst	Itin	Alien	Total	Loc Prof	Loc Inst	Itin	Alien	Total
1	4	8		1	44	4	4		2	29
2	7		1		44	5				32
3	4	3			38	4	2		1	40
4	10	8			66	8	3	2		47
5	2	5	3	4	65	2	5	3		56
6	3	2	3	1	46	5		3		35
7	2	1		0	29	1	2	2	1	23
8	3	1	1	0	32	1	1	2	2	23
9	1		2	3	21	3	2	3		23
10			1	1	15	2		1	2	12
11	1	1			8	1				6
12	1				3					6
13					5		1			2
14			1		2				1	1
15			1		1				1	1
16	1				1					
Total	39	29	13	10	420	36	20	16	10	336
Mean	4.72	3.86	7.69	6.40	5.14	4.75	5.20	6.75	7.70	5.20
SD	3.24	2.36	3.56	1.20	2.93	2.80	2.86	1.85	4.65	2.84

TABLE A-7.5.1

FREQUENCY OF ROLE TITLE RANKS BY ORIENTATION GROUPS - 004

	Role Title						Role Title					
	SA	UE	Sc	Tc	AA	S/R	SA	UE	Sc	Tc	AA	S/R
Rank	**Local Professionals** (N=39)						**Local Institutionals** (N=29)					
1	1	0	9	19	0	10	1	0	4	23	1	0
2	6	1	8	11	3	5	10	1	8	4	2	3
3	7	1	11	7	3	5	9	0	7	2	2	8
4	17	8	10	2	11	10	5	3	7	0	8	10
5	8	8	1	0	12	7	4	4	3	0	12	5
6	0	21	0	0	10	2	0	21	0	0	4	3
Mean	3.64	5.31	2.64	1.79	4.59	3.13	3.03	5.62	2.90	1.28	4.38	3.90
SD	1.05	0.88	1.17	0.91	1.17	1.60	1.10	0.81	1.21	0.58	1.22	1.12
Rank	**Itinerants** (N=13)						**Alienated** (N=10)					
1	0	0	7	5	0	1	0	0	0	5	0	4
2	1	0	4	2	0	4	1	0	3	3	0	0
3	2	1	1	4	0	2	2	2	2	2	1	2
4	8	2	1	1	6	4	6	2	2	0	4	3
5	2	6	0	1	3	0	0	2	3	0	3	0
6	0	4	0	0	4	2	1	4	0	0	2	1
Mean	3.85	5.00	1.69	2.31	4.85	3.31	3.80	4.80	3.50	1.70	4.60	2.80
SD	0.77	0.88	0.91	1.29	0.92	1.51	1.05	1.21	1.25	0.86	0.96	1.69
Rank	**Total Population** (N=419)											
1	7	3	83	248	14	57						
2	88	8	121	89	16	63						
3	100	22	105	55	34	77						
4	153	64	80	22	104	125						
5	64	99	22	5	148	62						
6	7	223	8	0	103	35						
Mean	3.48	5.19	2.67	1.68	4.59	3.42						
SD	1.08	1.07	1.24	0.97	1.23	1.47						

Key to Role Titles:

SA = Student Advisor
UE = University Employee
Sc = Scholar
Tc = Teacher
AA = Academic Administrator
S/R = Scientist/Researcher

TABLE A-7.5.2

FREQUENCY OF ROLE TITLE RANKS BY ORIENTATION GROUPS - 006

	Role Title						Role Title					
	SA	UE	Sc	Tc	AA	S/R	SA	UE	Sc	Tc	AA	S/R
Rank	**Local Professionals** (N=36)						**Local Institutionals** (N=20)					
1	0	0	14	9	0	12	0	0	2	11	1	4
2	5	0	7	10	2	10	1	1	7	4	0	5
3	8	0	7	14	3	5	6	2	7	4	0	4
4	15	6	5	2	9	5	8	1	3	1	7	5
5	8	8	3	1	12	2	5	2	1	0	10	1
6	0	22	0	0	10	2	0	14	0	0	2	1
Mean	3.72	5.44	2.33	2.33	4.69	2.47	3.85	5.30	2.70	1.75	4.55	2.85
SD	0.96	0.76	1.32	1.00	1.13	1.48	0.85	1.23	1.00	0.94	1.02	1.39
Rank	**Itinerants** (N=17)						**Alienated** (N=10)					
1	0	0	3	2	0	11	0	0	5	4	0	1
2	1	0	7	5	0	3	1	0	2	4	0	3
3	1	0	3	9	1	1	2	0	3	1	1	3
4	14	3	3	1	2	2	5	0	0	1	1	3
5	1	5	0	0	9	0	1	3	0	0	6	0
6	0	9	1	0	5	0	1	7	0	0	2	0
Mean	3.88	5.35	2.58	2.53	5.06	1.65	3.90	5.70	1.80	1.90	4.90	2.80
SD	0.58	0.76	1.29	0.78	0.80	1.03	1.04	0.46	0.87	0.94	0.83	0.98

Rank	**Total Population** (N=337)					
1	2	0	100	128	7	90
2	30	6	108	91	10	75
3	89	11	67	86	23	72
4	155	45	37	28	74	56
5	55	77	18	3	141	28
6	6	198	7	1	82	16
Mean	3.73	5.34	2.36	2.08	4.72	2.72
SD	0.91	0.95	1.28	1.04	1.12	1.46

Key to Role Titles:

SA = Student Advisor
UE = University Employee
Sc = Scholar
Tc = Teacher
AA = Academic Administrator
S/R = Scientist/Researcher

APPENDIX C

THE QUESTIONNAIRE

The questionnaire form in this appendix is the same form as used in studies 004 and 006.

UNIVERSITY ORGANIZATION RESEARCH PROGRAM

Department of Sociology
Fraser Hall
The University of Kansas
Lawrence, Kansas 66044

Dear Colleague:

This questionnaire is part of a study of the sources of strain in universities and colleges which is being made under my direction. The purpose of the study is to identify some of the factors in the structure and organization of academic institutions which significantly affect the lives and activities of faculties and students. We hope that the knowledge gained through these studies will be of value in improving the adequacy of academic decisions, but the immediate purpose is scientific.

To gain this knowledge we need your help. Please complete the questionnaire as fully and accurately as possible.

In no way will individuals or their departmental affiliations be identified in reports or otherwise. Much care is being taken to maintain the anonymity of those who aid us. Do not put your name on this questionnaire. No one except those on the research staff will have access to the original data. Analysis of the data will be statistical with each person's answers contributing to the overall picture for types of departments and types of schools. But each answer is important in this analysis.

Thank you very much for your assistance.

Charles K. Warriner
Professor of Sociology

(Please turn to page 2)

Form 2-A

The following statements are designed to identify the feelings, attitudes or judgments of faculty members about various aspects of universities. There are no right or wrong answers. We wish to know how closely each statement corresponds to your feeling or judgment.

FOR EACH STATEMENT CIRCLE THE ANSWER WHICH BEST REFLECTS YOUR OWN POSITION. The five choices are defined as follows:

A - Agree - Circle this answer if you agree with the statement.

AS - Agree somewhat - You agree, but with important qualifications.

U - Undecided - Circle this answer if it is impossible for you either to agree or to disagree with the statement.

DS - Disagree somewhat - You generally disagree but not completely so.

D - Disagree - Your own feeling or judgment is opposed to this statement.

In some of the statements reference is made to your professional discipline. By this we mean the academic field, such as history, biochemistry, zoology, etc., in which you were trained or in which you do most of your teaching and research.

---

1. What is your professional discipline?

(write in)____________________________________

	CIRCLE YOUR ANSWER TO EACH OF THE FOLLOWING:				
2. I usually think of myself as one who practices within a discipline (i.e. as a historian, chemist, etc.) rather than as a teacher, academic administrator, or educator.	A	AS	U	DS	D
3. I am very pleased when other members of my department are successful.	A	AS	U	DS	D
4. If I were offered a position such as dean or associate dean at this school I would probably accept it.	A	AS	U	DS	D
5. I have made it a practice to consult my colleagues about technical problems in my work in which they have a special expertise and I expect to do the same for them.	A	AS	U	DS	D
6. It is foolish to undertake research that cannot result in immediate publication.	A	AS	U	DS	D

7. Relative to other departments at this university, my department encourages professional interests. (*Answer to the best of your knowledge even if you have little information about other departments.*) A AS U DS D

8. At the present time I cannot think of any thing that would prompt me to leave my professional discipline for another activity. A AS U DS D

9. Generally, students working on my research must be carefully supervised. (*If you do not supervise research assistants answer the way you think you would if you did have such assistants.*) A AS U DS D

10. It is more important that the consequences of my academic activities do justice to this institution and to my discipline than to my own personal career. A AS U DS D

11. Relative to other departments at this university, my department supports scholarly and/or scientific work. (*Answer to the best of your knowledge even if you have little information about other departments.*) A AS U DS D

12. A student's own personal problems are really not the concern of the faculty or his academic advisor. A AS U DS D

13. Teaching, for me, has its greatest value when I can recruit good students to my discipline. A AS U DS D

14. It is best not to promote social relations among departmental members as this is not relevant to and in fact may interfere with professional relationships. A AS U DS D

15. I believe I should submit my work for publication only if it is a significant contribution to knowledge. A AS U DS D

16. What research assistants do under my direction is part of my work and they should not expect co-authorship. (*If you do not supervise research assistants answer the way you think you would if you did have such assistants.*) A AS U DS D

17. By and large, I think that this university is a good place for a professional to work. A AS U DS D

18. My departmental colleagues are generally very helpful in my research. A AS U DS D

19. Relative to other departments at this university, my department provides a good professional atmosphere. A AS U DS D

(*Please go on to page 4*)

20. I would continue my activities within my discipline even if that discipline ceased to be important in universities. A AS U DS D

21. This university offers me the facilities I need to do what I like to do. A AS U DS D

22. What other members of my department do is of little interest to me. A AS U DS D

23. There is no reason to believe that teaching or research assistants must or should benefit from their work. A AS U DS D

24. A scholar's first responsibility is to further his own career. A AS U DS D

25. The continuing quality of this university in the future is of great importance to me. A AS U DS D

26. I would not be as satisfied working in another discipline as I am in my present discipline. A AS U DS D

27. It is foolish not to attempt to have all of one's work published. A AS U DS D

28. Research programs should be flexible enough to permit one's research assistants to follow up their own interests. A AS U DS D

29. I could continue the professional kinds of activities I enjoy even if I were in another field or occupation. A AS U DS D

30. It is important to me that my work make some contribution to knowledge or to practical affairs. A AS U DS D

31. In comparison with other departments at this university, my department rates high in respecting the interests of the faculty. A AS U DS D

32. My basic capabilities and intellectual skills are most appropriate for my discipline. A AS U DS D

33. Relative to other departments at this university, my department protects the autonomy of the teachers. A AS U DS D

34. I make it a practice to have the manuscripts that I propose to publish read critically by a colleague before submitting them. A AS U DS D

35. I prefer to do research with others interested in the same problem than by myself. A AS U DS D

36. The issues and problems facing this university in the near future are of little interest to me. A AS U DS D

37. Teaching is what scholars do to earn their keep. A AS U DS D

38. Relative to other departments at this university, my department does very well in providing the resources needed by faculty members. A AS U DS D

39. Relative to other departments at this university, my department merits the description of "a community of scholars." A AS U DS D

40. The professor should be available to meet the needs of the student. A AS U DS D

41. Teaching is a constructive situation for me in which I can get insight into my own research problems through describing to the students what it is I am doing. A AS U DS D

42. Membership on university committees is primarily important for keeping in good standing with those who evaluate one's position. A AS U DS D

43. I will probably leave this university within two or three years. A AS U DS D

44. I could do the work that I want to do anywhere else as easily and as well as I can do it here at this university. A AS U DS D

45. I am more pleased with the recognition paid me by my disciplinary colleagues than by those outside my discipline. A AS U DS D

46. I don't really care what happens to this university as long as I can find some place to do my work. A AS U DS D

(Please turn to page 6)

The following statements concern the ways certain decisions are made in universities. We are interested in your best factual judgment about your department's procedures (or that of your division if not organized by departments). Please circle "yes" if the statement reflects your experience in your department, circle "no" if it is not your experience, and "DK" (don't know) if you have no basis for judging.

47. The last time a faculty member was hired in my department, I had an important part in his selection. YES NO DK

48. I have had a vote in shaping the curriculum of my department. YES NO DK

49. The last time a member of my department was given tenure, I had an important part in the process. YES NO DK

50. The last time a faculty member was promoted in my department, I had an important part in the decision. YES NO DK

51. I am given an opportunity to choose the courses that I teach each term. YES NO DK

52. I largely determine the number of hours that I teach each term. YES NO DK

53. My classes are visited by the dean, department chairman, or a senior faculty member each semester. YES NO DK

54. I am encouraged by the department and the university to attend professional meetings. YES NO DK

For each of the following pairs indicate by a check in the box which choice should in your estimation take precedence if you did not have time for both.

55. ☐ Teaching an extra course needed by a group of majors. ☐ Completing a major scholarly paper for publication.

---

56. ☐ Chairing an important university committee. ☐ Serving as an unpaid consultant or advisor to a local community body that specifically needs help on an important problem related to my specific field.

---

57. ☐ Serving as an associate editor of a major journal, or on an important committee of a major Professional Society. ☐ Teaching an extra course needed by a group of majors.

58.	[] Completing a major scholarly paper for publication.	[] Chairing an important university committee.
59.	[] Serving as an unpaid consultant or advisor to a local community body that specifically needs help on an important problem related to my specific field.	[] Serving as an associate editor of a major journal, or on an important committee of a major Professional Society.
60.	[] Teaching an extra course needed by a group of majors.	[] Chairing an important university committee.
61.	[] Serving as an associate editor of a major journal, or on an important committee of a major Professional Society.	[] Completing a major scholarly paper for publication.
62.	[] Serving as an unpaid consultant or advisor to a local community body that specifically needs help on an important problem related to my specific field.	[] Teaching an extra course needed by a group of majors.
63.	[] Chairing an important university committee.	[] Serving as an associate editor of a major journal, or on an important committee of a major Professional Society.
64.	[] Completing a major scholarly paper for publication.	[] Serving as an unpaid consultant or advisor to a local community body that specifically needs help on an important problem related to my specific field.

The following six phrases are role titles often used by people in the academic world. Our interest is with your preferences among these titles. Please indicate the order of your preference by placing a number, from 1 to 6, in the appropriate box beside each title.

65. [] Student Advisor 67. [] Scholar 69. [] Academic Administrator

66. [] University Employee 68. [] Teacher 70. [] Scientist/Researcher

(Please turn to page 8)

In order to make the analyses necessary we need the following background information about you. In no way will this information be used to identify you. Please be as accurate and complete as possible.

71. My academic rank is (check one)
1._____ Full-time instructor
2._____ Assistant Professor
3._____ Associate Professor
4._____ Professor
5._____ Other (specify) ______________________________

72. Number of years on this faculty. (check one)
1._____ Less than one year
2._____ Less than two years
3._____ 2 to 5 years
4._____ 6 to 10 years
5._____ 11 to 15 years
6._____ 16 to 20 years
7._____ More than 20 years

73. My degrees are:
(write in) ____________________

74. If Doctorate, indicate year received ____________.

75. My age is (check one)
1._____ Under 25 years
2._____ 26 to 30 years
3._____ 31 to 35 years
4._____ 36 to 40 years
5._____ 41 to 45 years
6._____ 46 to 50 years
7._____ 51 to 55 years
8._____ 56 to 60 years
9._____ Over 60 years

76. Sex (check one) Male ________ Female ________

77. Name of department ____

78. Do you belong to one or more of the major professional associations of your discipline?
Yes _____ No _____

79. How often have you attended the meetings of major professional associations in the past five years? (circle one)
0 1 2 3 4 5

80. I systematically read the following number of professional journals in my field.
0 1 2 3 4 5 6 7 8 9 or more

The number of my publications in the past five years (circle one for each question)

81.	Books	0 1 2 3 4 5 6 7 8 9 or more
82.	Articles in major professional journals	0 1 2 3 4 5 6 7 8 9 or more
83.	Other publications	0 1 2 3 4 5 6 7 8 9 or more

Please place this completed questionnaire in the addressed return envelope. Also please mail signature card separately. If you would like a report of this study indicate this on the signature card. Thank you for your help.